

HOW TO PROMOTE READING THROUGH THEATRE: DRAMA TECHNIQUES FOR PRIMARY, SECONDARY AND UPPER SECONDARY EDUCATION TEACHING

Teacher: Joan Nave i Fluxà

Introduction

The main goal is for participants (students in the Faculty of Education and Language Studies, and also primary, lower secondary and upper secondary teachers) to be able to work with theatre texts in the classroom.

Also, this course is aimed at making the most of theatre in the teaching of cross-curricular skills. Once teachers understand the relevance of theatre in education and get to know the basic skills they need to practice with their students, they will prove that **working with theatre techniques in the classroom always improves their relations with students (and among the students themselves) and brings the group together, which results in a greater involvement with contents and, therefore, greater motivation.** In this regard, we try to make a set of **experiential techniques** available for students to go beyond the language and literature class and make a positive impact on each of the interventions made in the classroom, regardless of the subject taught.

Method

We work from three approaches:

- **BODY.** On the one side, they learn theatre techniques with several exercises a week which will be explained in each session.
- **TEXT:** On the other, we will use a theatre work that will be selected among everyone to learn, and analyse literary keys in written theatre. The work should deal with topics making students get involved.
- **PRESENTATION:** Students will be getting ready to stage everything they learn during the course with a theatre reading the last day of the course. The theatre reading is one of the most important techniques for participants of the course to learn and carry out with their present or future students.

Content

1. Phases of the theatre session in the classroom: promoting respect.



2. Basic theatre techniques: training-getting ready

- ü Introspection
- ü Relaxation and visualisation: the path of the symbolic world
- ü The voice
- ü Intensity
- ü Active listening

- ü Intention and sincerity
- ü The look (images)
- ü Pauses and silences
- ü Rhythm
- ü Recommendation to the experiential process
- ü Integration and closures

Objectives: Why is it useful to use theatre in my classes?

- ü Promote critical thinking: nothing is all white or all black
- ü Enhance relations and communication: work together developing communication skills
- Ø Working disinhibition: abandon complexes and insecurities but allowing the shy to behave as they normally would.
- Ø Stimulating the school environment: involving the whole centre in a theatre experience.
- Ø Widening the imagination, enhancing fantasy and creative speculation: in a more and more complex world, students should either face not yet existing tasks or change task/life frequently.
- Ø Allowing spontaneous and personal expression of sensations, reflections and insecurities: leave them experience and work with their own emotions, breaking deeply rooted influences (from home, street, television) putting them in a difficult situation.

Bibliography

SLADE, Peter, *Expresión dramática infantil*, Ed. Santillana, Aula XXI. 1983. M. 21x14. 513 pgs

RIERA, Pere, *Fem teatre: Manual d'arts escèniques*, 2008, Bcn, Ed. La Galera.



HOUR BREAKDOWN

- 8 March to 10 May 2016
- Tuesdays from 4 to 8 pm (10 May: 4 to 6 pm)
- 8 sessions
- 30 hours - 3 ECTS credits
- 30 ICE hours
 - 8, 15 and 22 March
 - 12, 19 and 26 April
 - 3 and 10 May

VENUE: Assembly Hall. (Faculty of Education)
22 March: *Mario Benedetti* Hall