

DRAMA IN EDUCATION TECHNIQUE

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Arts integration is an **approach to teaching
in which students construct and demonstrate
understanding through an **art form**.**

Students engage in a **creative process
which **connects** an art form
and another subject area
and meets **evolving objectives** in both.**

WHY DRAMA?

“Students are nearly always asked to interpret readings they have not been helped to experience. And without participation, the reader has no experience and no learning to reflect upon.” Edmiston and Wilhelm (1998)

“The effects of arts on student achievement are not sudden but gradual and require sustained access. The data indicated that involvement in the arts went hand-in-hand with engagement in learning at school, with benefits extending to cognitive, physical, emotional, and social aspects.” *Smithrim & Upitis (2005). Learning through the Arts: Lessons of Engagement. Canadian Journal of Education.*

Verbal vs. Visual vs. Dramatization Instruction

- *Verbal instruction* or lecture style teaching.
- *Visual instruction* or pictures or visualization.
- *Dramatization* or 'enactment'.

Dramatization had the strongest effects both immediately after instruction and one year later.

Type of Instruction	Effect Size Immediately After Instruction	Effect Size After 12 Months
Verbal instruction	.74	.64
Visual instruction	.90	.74
Dramatic instruction	1.12	.80

Note: Data computed from "The Way Students Learn: Acquiring Knowledge from an Integrated Science and Social Studies Unit," by G. Nuthall, 1999, *Elementary School Journal*, 99(4), 303–341; and from "Assessing Classroom Learning: How

WHY DRAMA?

What Students Say

I love drama! It is like a science experiment! After drama we write and draw about what we did! We clap hands, make sounds, play with our imaginations, read parts of storys, show how we feel when we say words, and answer questions! I didn't know drama was so active!

Ahh hhhhh...

I'M THANKFUL FOR DRAMA!

- 1st Grade Student, Maukalani

WHY DRAMA?

What Teachers Say

“The [students] felt as though they had been through the real experience of being the characters and could relate to their feelings. Discussions about behavior are more in depth now.” Teacher (2000)

“The students could appreciate the story more because they actually had to think and feel the characters’ thoughts and actions. It’s a valuable experience when they can understand the characters’ dilemmas because they themselves had to ‘feel’ it, too.” Teacher (2004)

WHAT'S THE PURPOSE?

Self-Efficacy



Creative Choice



Critical Thinkings

WORKSHOP OVERVIEW

What

“When students have an experience similar to that of a character in a story, they are more likely to understand the character’s motives, thoughts and feelings.”

How

Drama integration strategies and approaches

Why

Develop motivated learning through engaged exploration

DRAMA & INTEGRATION

ENDURING UNDERSTANDING

Creative Choice Builds Personal Connections

ESSENTIAL QUESTION

How do creative connections enhance understanding?

WORKSHOP OUTCOMES

OUTCOMES

- Identify key differences between approaches to drama learning
- Facilitate drama learning experiences that cultivate creative awareness
- Design drama learning experiences that support self-efficacy
- Reflect on their own work to more deeply engage with students

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STILL IMAGE STRATEGIES

- **Snapshot** One person, one image.
- **Pair Snapshot** Two people, one image.
- **Sculpted Snapshot** Two people 'A' and 'B.'
 - 'A' sculpts 'B' into one image.
 - 'B' sculpts 'A' into one image.
- **Add-on Snapshot** Two people 'A' and 'B.'
 - 'A' creates an image. 'B' observes.
 - 'B' adds-on to 'A's' image to complete the picture.
- **Tableau** Three or more people, one image.
- **Spontaneous Tableau** Three or more people. One image. 10 seconds.
- **Directed Tableau** Three or more people. One sculpts an image using partners.
- **Add-on Tableau** Three or more people. Each silently connects to the others to create one image.

FACILITATION ASSIGNMENT

- One Drama Strategy
- Pick a Content or Concept
- Circle up with 3-4 people
- Each lead the process (2-3 minutes)
 - Prep/Prompt
 - Validate
 - Revise
 - Reflect

FACILITATION PRACTICE

PREPARATION – Set the stage for work

PROMPT – Focus student work

VALIDATE – Notice student work

REVISE – Challenge student work

**REFLECT – Students advance creative
choices**

VALIDATION PRACTICE

I see _____ that are _____

I imagine I see _____ because I notice

ACTION STRATEGIES

- **ONE: Pantomime, single action**

Individual Pantomime

One person in action. Brief.

Pair Pantomime

Two people in action. Brief.

Add-on Pantomime

Three or more people. One starts an action. Partners join the action to create one cooperative action.

- **TWO: Pantomime, sequence**

Pantomime

actions with detail.

Any number of people. A sequence of multiple, connected

Directed Pantomime

sequence of multiple, connected actions with detail.

Three or more people. One directs partners in creating a

- **THREE: Pantomime, story**

Story Pantomime

scene or story.

Any number of people. Action sequence that expresses a