

EQ963-30 Drama, Theatre and Performance in Education

26/27

Department

Education Studies

Level

Taught Postgraduate Level

Module leader

Rachel Turner-King

Credit value

30

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

Drama, Theatre and Performance in Education is a foundational module focussing on the different definitions of these fields of study. We investigate the distinctions between these fields in order to gain insight into how they have been studied in schools and other education systems. This module examines drama and theatre as artistic subjects with histories, conventions and codes, asking: how does drama/theatre communicate its meanings? How do we read and decode a wide range of performance genres? What are the alternative historical and avant-garde connections between theatre and in drama education?

The second part of the module focusses on the development of drama and theatre as pedagogical tools to activate learning and social development.

To this end, the module also offers students insight into the broader field of educational theory by engaging with relevant literature on 'play', 'participatory pedagogy' and 'creative learning'.

[Module web page](#)

Module aims

- To enhance and renew students' existing practical and theoretical knowledge of drama,

theatre and performance.

To consider a range of historical and contemporary theoretical and practical perspectives that will inform the teaching of drama and theatre studies in schools and colleges

- To identify methodologies of performance analysis which are inclusive of a wide range of cultural and historical traditions in drama, theatre and performance.
- To critically examine contemporary approaches to the teaching of drama and theatre studies in schools and colleges including post-colonial and multicultural perspectives.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

During the weekly 3-hour sessions (a mix of practical workshops, lectures and seminars) students will explore the different definitions of drama, theatre and performance in different cultures. Students will engage with different performance genres and why they are related to the study of drama/theatre. Near the beginning of the module, we will introduce some of the key concepts, examining the different histories and social functions of play in education and in relation to theatrical aesthetic traditions. They will be given basic conceptual distinctions between realism and non-realism and presentational and representational modes of performance. There will be practical investigations of the elements and conditions of theatre and a consideration of the boundaries between social and aesthetic modes of performance. The second part of the module will focus on the ways drama/theatre/performance has been used in education. It will focus on the relevance of play, participatory pedagogies and creative learning. Overall, we take a holistic and embodied approach to learning: students will work individually and collaboratively to examine how the artistic processes of drama/theatre/performance can be used to enhance learning in formal/informal educational contexts.

Learning outcomes

By the end of the module, students should be able to:

- Be able to identify different definitions of 'drama', 'theatre' and 'performance' as fields of study;
- Consider the history of theatre and the extent to which its selective tradition ignores marginalised and dominated cultural traditions;
- Be able to draw on social anthropological studies of performance and the work of key practitioners and theorists as a means of locating Drama Education within an inter-cultural and multi-disciplinary view of the aesthetics of Theatre
- Develop and make use of an understanding of the complexity and density of sign systems employed in constructing and receiving performance texts and the history and cultural contexts of the sign and signing systems used in drama and theatre;
- Demonstrate an understanding of the development of Drama and Theatre Education, specifically in terms of how they have been used as pedagogical tools used across the curriculum;
- Critically analyse the wide body of research that demonstrates the ways drama and theatre

have been used to activate learning and social development;

- Demonstrate an understanding of the broader field of educational theory on 'play', 'participatory pedagogy' and 'creative learning'
- Demonstrate an ability to work in class with others;
- Demonstrate verbal, physical and written communications skills;

Indicative reading list

[Reading lists can be found in Talis](#)

[Specific reading list for the module](#)

Interdisciplinary

This module aims to draw out the interconnections, synergies and made between and across education studies, the fields of drama, theatre and performance studies.

Subject specific skills

Students should demonstrate a critical understanding of: • the relevance of 'play' and 'participation' and social/creative learning in the fields of drama, theatre and performance studies • key theoretical underpinnings of drama, theatre and performance studies, specifically in relation to drama education • the relationship between twentieth and twenty-first century theatrical innovations and the development of drama and theatre pedagogies. Students should be able to - • constructively critique key concepts and draw connections between the field of drama theatre, and performance and education. • distinguish between the study of drama/theatre/performance and the development of drama/theatre in education.

Transferable skills

- Active listening • Analysis and decision making • Communication skills • Complex problem solving • Confidence • Coordinating with others • Creativity • Critical thinking • Emotional intelligence • Initiative and also follow instructions • Intellectual ability • International cultural awareness • Interpersonal and communication • Judgement and decision making • Literacy • Management of learning • Motivation, tenacity, commitment • Negotiation through collaborative learning • Passion • Performance skills • Presentation skills • Planning and organisational skills • Positive attitudes to work • Problem solving • Quality Control • Reasoning • Self-management/resilience • Collaborative/Team working

Study

Study time

Type	Required
Lectures	10 sessions of 1 hour (3%)
Seminars	10 sessions of 2 hours (7%)
Private study	170 hours (57%)
Assessment	100 hours (33%)
Total	300 hours

Private study description

Personal reading / study of key documents Project planning both individually and group Group meetings / practice for lesson planning - expectation that each group will spend some time together preparing for their group-delivered lesson outside the regular taught sessions, the completion of formative and summative assignments, reflective practice and peer evaluation.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

Assessment component	Weighting	Study time	Eligible for self-certification
Describe and analyse how and why drama and theatre-based pedagogies value play, participation, collaboration, & empathy	100%	100 hours	Yes (extension)
Drawing on at least 10 core and recommended readings and 2-3 examples of practice from the module, describe and analyse how and why drama and theatre-based pedagogies value play, participation, collaboration, and empathy. Additionally, critically engage with the potential obstacles and challenges that teachers and learners may encounter. Your answer should distinguish between the study of drama, theatre, and performance as distinct subjects and the development of drama and theatre pedagogies used in various formal and informal educational contexts. Use specific examples of practice to illustrate your points, and ensure these examples are supported by relevant theory. Identify and critically engage with potential obstacles and challenges that teachers and learners may face.			

Weighting

Study time

Eligible for self-certification

Reassessment component is the same

Feedback on assessment

Students will be given the opportunity to have a formative feedback following a draft plan for this assignment.

Final assignment feedback sheet through Tabula

Availability

Courses

This module is Core for:

- Year 2 of TIEA-X30F Postgraduate Taught Childhood in Society
- Year 1 of TIEA-X30C Postgraduate Taught Drama and Theatre Education

This module is Core optional for:

- TIEA-X30C Postgraduate Taught Drama and Theatre Education
 - Year 1 of X3C2 Drama and Theatre Education by Dissertation
 - Year 1 of X3C3 Drama and Theatre Education by Portfolio Route

This module is Optional for:

- TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
 - Year 1 of X35R Education (Part-time - 2 years)
 - Year 2 of X35R Education (Part-time - 2 years)
- Year 1 of TIEA-X31L Postgraduate Taught Educational Innovation
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
 - Year 1 of X3M2 Educational Leadership and Management by Professional Route
 - Year 2 of X3M2 Educational Leadership and Management by Professional Route
- Year 2 of TEQS-X3AN Postgraduate Taught Global Education and International Development
- TEQA-C8X3 Postgraduate Taught Psychology and Education
 - Year 1 of C8X3 Psychology and Education
 - Year 2 of C8X3 Psychology and Education
 - Year 3 of C8X3 Psychology and Education
- TEQA-C8X4 Postgraduate Taught Psychology and Education
 - Year 1 of C8X4 Psychology and Education
 - Year 2 of C8X4 Psychology and Education
- Year 1 of TEQA-X3V7 Postgraduate Taught in Islamic Education: Theory and Practice (Full-

time)

- Year 2 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- Year 2 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Option list A for:

- Year 1 of TIEA-X30F Postgraduate Taught Childhood in Society
- Year 1 of TEQA-X35Q Postgraduate Taught Education (Full-time)
- TEQA-X35R Postgraduate Taught Education (Part-time - 2 year)
 - Year 1 of X35S Education (Part-time - 3 years)
 - Year 2 of X35S Education (Part-time - 3 years)
- Year 1 of TIEA-X31L Postgraduate Taught Educational Innovation
- TIEA-X31M Postgraduate Taught Educational Leadership and Management
 - Year 1 of X3M1 Educational Leadership and Management by Dissertation
 - Year 1 of X3M2 Educational Leadership and Management by Professional Route
 - Year 3 of X3M2 Educational Leadership and Management by Professional Route
- Year 1 of TEQS-X3AN Postgraduate Taught Global Education and International Development

This module is Option list B for:

- Year 1 of TEQA-X3V9 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 2 years)
- Year 1 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)

This module is Option list D for:

- Year 3 of TEQA-X3V5 Postgraduate Taught in Islamic Education: Theory and Practice (Part-time - 3 years)