**ESOGU Primary Education Department** (Primary School Teaching) **COURSE INFORMATION FORM**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171413119 | **COURSE NAME** | Drama in PrimarySchool |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | |  | | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE OF COURSE** | | | **LANGUAGE OF COURSE** |
| 3 | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY (X) ELECTIVE ( ) | | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | **General Knowledge** | | | | | **Elective Course** | |
|  | | X | | | |  | | | | | Professional Know.( ) Content Know.() Gen. Know ( ) | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | | **%** |
| Mid-Term | | | | | 1 | | 40 |
| Quiz | | | | |  | |  |
| Homework | | | | |  | |  |
| Project | | | | |  | |  |
| Report | | | | |  | |  |
| Others (Practice) | | | | |  | |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | | 60 |
| **PREREQUIEITE(S)** | | | | | This course has no preliminary condition. | | | | | | | |
| **COURSE DESCRIPTION** | | | | | Definition and meaning of the concept of drama, the difference from similar terms, history of drama applications for children, the structure and the implementation phases of creative drama, the classification of drama according to the age groups and application area, the environment of creative drama and teacher qualifications, special techniques of creative drama, evaluation of creative drama, developing instructive drama samples appropriate for educational purposes of the area and new samples. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | The drama course gives participants the opportunity to examine various social roles and social problems. With drama, people can get to know themselves better and reveal their talents. The main purpose of the drama is to allow the participant to substitute himself / herself for other individuals so that he / she can better understand himself / herself and his / her environment. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | The course of drama allows the participants to review the various social roles and social problems. The individuals get to know themselves by drama, and also drama helps them to understand their capabilities. A basic objective of the drama is the skill of empathy. In other words, the most important one of the goals of drama is a better knowledge of the individual's environment, able to understand the surroundings, and other individuals. DinleyinFonetik olarak okuyun Sözlük | | | | | | | |
| **COURSE OUTCOMES** | | | | | Through a course in drama, it is aimed to cultivate individuals who are in democratic behavior, who can establish a connection between topics, who are tolerant and sensitive to the community and the arts, who can use the Turkish language effectively, whose communication skills are advanced, who have self-confidence. In addition, the course of drama offers the opportunity for the drama leader to recognize the individuals through various experiences. | | | | | | | |
| **TEXTBOOK** | | | | | Adıgüzel, Ö. (2010). Eğitimde yaratıcı drama. Antalya: Naturel yayınevi. | | | | | | | |
| OTHER REFERENCES | | | | | Üstündağ, Tülay (2002).Yaratıcı Drama Öğretmeninin Günlüğü. Ankara | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Music player, a variety of music CDs, accessories and gadgets of the daily life. | | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Warm-up exercises and relaxation. |
| 2 | Warm up and relax, play, improvisations (the school environment, peer environment and family environment based on the conflict). |
| 3 | Warm up and relax, play, formation (fairy tale), evaluation. |
| 4 | Warm up and relax, play, formation (idioms and proverbs), evaluationSözlük. |
| 5 | Warm up and relax, play, formation (poetry), evaluation. |
| 6 | Sensory and confidence studies. |
| 7-8 | MID-TERM EXAM |
| 9 | Warm up and relax, play, formation (photo), evaluation. |
| 10 | Warm up and relax, play, formation (of consciousness corridor), evaluation. |
| 11 | Warm up and relax, play, formation (visual reading-visual presentation: objects-emotions) evaluation. |
| 12 | Groups of students’ activities. |
| 13 | Groups of students’ activities. |
| 14 | Groups of students’ activities. |
| 15-16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. | **X** |  |  |
| 2 | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | **X** |
| 3 | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | **X** |  |  |
| 4 | Becomes sensitive toward society, environment and human being; raising students who will be useful to society, have confidence for future, investigative, have inquiry ability and supports lifelong learning. |  | **X** |  |
| 5 | Takes responsibility individual and group works and carry out tasks effectively. | **X** |  |  |
| 6 | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  |  | **X** |
| 7 | Makes self assessment. |  | **X** |  |
| 8 | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  |  | **X** |
| 9 | Have knowledge about concepts, theory and applications of teaching profession, general culture and basic science. |  | **X** |  |
| 10 | Have ability of technical and pedagogical using for the purpose of information and communication technologies. |  |  | **X** |
| 11 | Makes most suitable teaching plans and applications by taking into account the developmental characteristics and individual differences of students, and subject area features and acquisitions. | **X** |  |  |
| 12 | Have information about national and international education system, structure and the historical development of the elementary teacher. |  |  | **X** |
| 13 | Have respect to national culture and universal values. |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Assoc. Prof. Dr. Hüseyin Anılan  **Signature: Date:**