CBE
Competency-Based Education
COURSE OUTLINE

COURSE NO.: 52-07-86
NEW: May/1999

TITLE: FINE AND APPLIED ARTS/CREATIVE DRAMATICS FOR OLDER ADULTS

DEPARTMENT: Programs for Older Adults

CREDITS: 0*
HOURS: 60

APPORTIONMENT NO.: 08.082.201

COURSE DESCRIPTION:
This competency-based course for older adults contains instruction to develop and reinforce basic skills applicable in daily life through an introduction to theater and dramatic arts. The competency areas will enable the student to develop skills in communication, problem solving, and decision making through the creative process of performing arts.

PREREQUISITES:
None

*This is a non-credit course and may be repeated to learn specific competencies.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
A MESSAGE to CBE COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having an interest in the course.

Before enrolling, students can read the course competencies listed to help them decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of text book titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make them aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.
THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There all information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division’s Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to produce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services
CBE
COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions states the major emphasis and content of a course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of a course.

Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.
ACKNOWLEDGMENTS

The contributions of RENE A. SMOLLER are gratefully acknowledged for the development of this course outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency-based.

BARBARA LEVIN
Adviser
Programs for Older Adults

DOLORES DIAZ-CARREY
Director
Instructional Services

APPROVED:

JAMES A. FIGUEROA
Assistant Superintendent
Division of Adult and Career Education

(52-07-86)
## COMPETENCY-BASED COMPONENTS

**For The Fine and Applied Arts / Creative Dramatics for Older Adults Course**

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. INTRODUCTION</strong></td>
<td>1. Discuss the short-term goals of the class.</td>
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<tr>
<td>Explain the purpose and goals of the class.</td>
<td>2. Discuss the long-term goals of the class.</td>
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<td></td>
<td>3. Discuss classroom procedures and policies.</td>
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<td></td>
<td>4. Describe the methods of learning to be used in the class.</td>
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<td></td>
<td>5. Discuss class expectations.</td>
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<td></td>
<td>6. Identify the teacher's role in the class.</td>
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<td></td>
<td>7. Identify the student's role in the class.</td>
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<tr>
<td></td>
<td>8. Discuss performing arts as a means of creative expression, achievement/confidence building, and social interaction.</td>
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<tr>
<td></td>
<td>9. Define &quot;Creative Dramatics.&quot;</td>
</tr>
</tbody>
</table>

### FIVE COMPETENCIES
**Resources:** Identifies, organizes, plans, and allocates resources. **Time:** Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. **Materials and Facilities:** Acquires, stores, allocates, and uses materials or space efficiently.

**Interpersonal:** Works with others. **Participates as a Member of a Team:*** contributes to group effort. **Teaches Others New Skills:** Exercises leadership, communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies. **Negotiates:** works toward agreements involving exchange of resources, resolves divergent interests. **Works with Diversity:** works well with men and women from diverse backgrounds.

**Information:** Acquires and uses information. **Acquires and Evaluates Information:** Organizes and maintains information.

### THREE-PART FOUNDATION

**Basic Skills:** Reads, writes, performs arithmetic and mathematical operations, listens and speaks. **Listening:** receives, attends to, interprets, and responds to verbal messages and other cues. **Speaking:** organizes ideas and communicates orally.

**Thinking Skills:** Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons. **Creative Thinking:** generates new ideas.

(3 hours)
### B. VOICE AND BODY

Understand the use of voice and body as means of communication and creative expression.

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<tbody>
<tr>
<td>1.</td>
<td>Demonstrate vocal production.</td>
</tr>
<tr>
<td>2.</td>
<td>Identify the diaphragm.</td>
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<tr>
<td>3.</td>
<td>Describe how the diaphragm is used.</td>
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<tr>
<td>4.</td>
<td>Identify the larynx.</td>
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<tr>
<td>5.</td>
<td>Describe how the larynx is used.</td>
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<tr>
<td>6.</td>
<td>Identify the resonating cavities, such as nose, sinuses and mouth.</td>
</tr>
<tr>
<td>7.</td>
<td>Describe how the resonating cavities are used.</td>
</tr>
<tr>
<td>8.</td>
<td>Identify the articulators, such as the tongue, teeth, lips and palates.</td>
</tr>
<tr>
<td>9.</td>
<td>Describe how the articulators are used.</td>
</tr>
<tr>
<td>10.</td>
<td>Demonstrate and practice proper breathing techniques.</td>
</tr>
<tr>
<td>11.</td>
<td>Demonstrate and practice proper articulation techniques.</td>
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<tr>
<td>12.</td>
<td>Define body language.</td>
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<tr>
<td>13.</td>
<td>Demonstrate the use of body language.</td>
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<tr>
<td>15.</td>
<td>Participate in relaxation techniques.</td>
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<tr>
<td>16.</td>
<td>Participate in warm-up exercises.</td>
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<tr>
<td>17.</td>
<td>Participate in energy-elevation techniques.</td>
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</tbody>
</table>

**FIVE COMPETENCIES**

*Information:* Acquires and Evaluates Information/ Organizes and Maintains Information

*Systems:* Understands complex inter-relationships/ Understands Systems - knows how social, organizational, and technological systems work and operates effectively with them/ Monitors and Corrects Performance - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions

**THREE-PART FOUNDATION**

*Basic Skills:* Listening/ Speaking

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### C. OBSERVATION AND CONCENTRATION

Recognize observation and concentration as essential to the participant in creative dramatics.

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<tbody>
<tr>
<td>1.</td>
<td>Discuss observation techniques.</td>
</tr>
<tr>
<td>2.</td>
<td>Participate in observation techniques through the use of &quot;repeats&quot; and theater games.</td>
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<tr>
<td>3.</td>
<td>Discuss concentration techniques.</td>
</tr>
<tr>
<td>4.</td>
<td>Participate in concentration exercises, such as those used by Viola Spolin.</td>
</tr>
</tbody>
</table>

**FIVE COMPETENCIES**

*Interpersonal:* Participates as a Member of a Team/ Teaches Others New Skills/ Works with Diversity

*Information:* Interprets and Communicates Information

**THREE-PART FOUNDATION**

*Basic Skills:* Listening/ Speaking

*Thinking Skills:* Creative Thinking/ Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning

*Personal Qualities:* Sociability - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

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### D. IMPROVISATION TECHNIQUES

Develop decision making and problem solving skills using improvisation techniques.

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<tbody>
<tr>
<td>1.</td>
<td>Define the principles of acting.</td>
</tr>
<tr>
<td>2.</td>
<td>Define the principles of improvisation.</td>
</tr>
<tr>
<td>3.</td>
<td>Describe the role of improvisation in developing acting skills.</td>
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<tr>
<td>4.</td>
<td>Define terminology used in acting.</td>
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<tr>
<td>5.</td>
<td>Participate in role playing activities in a small group.</td>
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<td>6.</td>
<td>Participate in brainstorming activities in a small group.</td>
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<td>7.</td>
<td>Participate in non-verbal activities.</td>
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<td>8.</td>
<td>Demonstrate the ability to take directions.</td>
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<td>9.</td>
<td>Demonstrate the ability to give directions.</td>
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<td>10.</td>
<td>Cooperate with others.</td>
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<td>11.</td>
<td>Define and understand self-evaluation process.</td>
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<td>12.</td>
<td>Define and understand group evaluation process.</td>
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<tr>
<td>13.</td>
<td>Define &quot;dramatic conflict.&quot;</td>
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<tr>
<td>14.</td>
<td>Participate in improvisational activities.</td>
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<tr>
<td>15.</td>
<td>Demonstrate problem resolution techniques using improvisations.</td>
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<td>16.</td>
<td>Demonstrate how to listen to other actors during improvisations.</td>
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<tr>
<td>17.</td>
<td>Describe the concept of &quot;acting and reacting.&quot;</td>
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<td>18.</td>
<td>Demonstrate how to react to a given situation.</td>
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<td>19.</td>
<td>Describe characterization.</td>
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<tr>
<td>20.</td>
<td>Demonstrate and practice making acting choices during improvisations.</td>
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<tr>
<td>21.</td>
<td>Demonstrate awareness of dominance.</td>
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<td>22.</td>
<td>Demonstrate awareness of balance.</td>
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<tr>
<td>23.</td>
<td>Demonstrate ability to manage space.</td>
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<tr>
<td>24.</td>
<td>Demonstrate ability to manage time.</td>
</tr>
<tr>
<td>25.</td>
<td>Contribute positively to the group.</td>
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<tr>
<td>26.</td>
<td>Define constructive criticism.</td>
</tr>
<tr>
<td>27.</td>
<td>Define entertainment.</td>
</tr>
</tbody>
</table>

**FIVE COMPETENCIES**

**Resources: Time**
- Interpersonal: Participates as Member of a Team/ Teaches Others New Skills/ Negotiates/ Works with Diversity
- Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information

**THREE-PART FOUNDATION**

**Basic Skills:** Reading/ Writing/ Listening/ Speaking

**Thinking Skills:** Creative Thinking/ Decision Making/ Problem Solving/ Seeing Things in the Mind's Eyes/ Knowing How to Learn/ Reasoning

**Personal Qualities:** Self-Esteem- believes in own self-worth and maintains a positive view of self/ Sociability/ Self-Management

(21 hours)
### E. THE USE OF MUSIC IN CREATIVE DRAMATICS

Understand the role that music plays in creating emotions.

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<tbody>
<tr>
<td>1.</td>
<td>Define pitch.</td>
</tr>
<tr>
<td>2.</td>
<td>Define rhythm and tempo.</td>
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<tr>
<td>3.</td>
<td>Define music terminology.</td>
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<td>4.</td>
<td>Practice counting beats.</td>
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<td>5.</td>
<td>Practice singing scales.</td>
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<tr>
<td>6.</td>
<td>Demonstrate ability to sing a song solo.</td>
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<td>7.</td>
<td>Demonstrate ability to sing in harmony.</td>
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<tr>
<td>8.</td>
<td>Demonstrate abilities to sing in a group.</td>
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<tr>
<td>9.</td>
<td>Describe the principles of story telling with music.</td>
</tr>
<tr>
<td>10.</td>
<td>Describe various dance styles.</td>
</tr>
<tr>
<td>11.</td>
<td>Demonstrate ability to use physical movement to a musical beat.</td>
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<tr>
<td>12.</td>
<td>Practice moving to a specific beat.</td>
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<tr>
<td>13.</td>
<td>Demonstrate the ability to dance with a partner.</td>
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<tr>
<td>14.</td>
<td>Demonstrate the ability to dance in a group with synchronized movements.</td>
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<tr>
<td>15.</td>
<td>Demonstrate ability to interpret music physically.</td>
</tr>
</tbody>
</table>

**FIVE COMPETENCIES**

**Resources:** Time

**Interpersonal:** Participates as Member of a Team/ Teaches Others New Skills/ Negotiates/ Works with Diversity

**Information:** Acquires and Evaluates Information/ Organizes and Maintains Information

**Systems:** Understands complex inter-relationships/ Understands Systems- knows how social, organizational, and technological systems work and operates effectively with them/ Monitors and Corrects Performance- distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions

**THREE-PART FOUNDATION**

**Basic Skills:** Reading/ Writing/ Listening/ Speaking

**Thinking Skills:** Creative Thinking/ Decision Making/ Problem Solving/ Seeing Things in the Mind's Eyes/ Knowing How to Learn/ Reasoning

(12 hours)
### F. REHEARSAL AND PERFORMANCE

Apply competencies learned in this course to rehearse and perform a dramatic piece.

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<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Participate in the capacities for which you have been selected.</td>
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<tr>
<td>2.</td>
<td>Attend rehearsals.</td>
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<tr>
<td>3.</td>
<td>Describe the source of stage fright.</td>
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<tr>
<td>4.</td>
<td>Transfer stage fright into positive energy.</td>
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<tr>
<td>5.</td>
<td>Cooperate and interact with class members.</td>
</tr>
<tr>
<td>6.</td>
<td>Participate in ensemble performance activities.</td>
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<tr>
<td>7.</td>
<td>Discuss how participating in performance has affected your personal life.</td>
</tr>
<tr>
<td>8.</td>
<td>Discuss audience reaction.</td>
</tr>
</tbody>
</table>

#### FIVE COMPETENCIES

**Resources:** Time
**Interpersonal:** Participates as Member of a Team/ Teaches Others New Skills/ Negotiates/ Works with Diversity
**Information:** Acquires and Evaluates Information/ Organizes and Maintains Information

#### THREE-PART FOUNDATION

**Basic Skills:** Reading/ Writing/ Listening/ Speaking
**Thinking Skills:** Creative Thinking/ Decision Making/ Problem Solving/ Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning

(9 hours)
The first report from the Secretary's Commission on Achieving Necessary Skills identifies the competencies and foundation skills that all American high school students must have in order to be ready for full, satisfying, and productive careers in high performance work environments.

SCANS research verifies that what we call workplace know-how defines effective job performance today. This know-how has two elements: competencies and a foundation. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job-performance. These eight requirements are essential preparation for all students, both those going directly to work and those planning further education. Thus the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace context in which they are applied.

FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

A. Time- Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
B. Money- Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. Materials and Facilities- Acquires, stores, allocates, and uses materials or space efficiently
D. Human Resources- Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. Participates as Member of a Team- contributes to group effort
B. Teaches Others New Skills
C. Serves Clients/Customers- works to satisfy customers' expectations
D. Exercises Leadership- communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. Negotiates- works toward agreements involving exchange of resources, resolves divergent interests
F. Works with Diversity- works well with men and women from diverse background

Information: Acquires and uses information

A. Acquires and Evaluates Information
B. Organizes and Maintains Information
C. Interprets and Communicates Information
D. Uses Computers to Process Information

Systems: Understands complex-inter relationships

A. Understands Systems- knows how social, organizational, and technological systems work and operates effectively with them
B. Monitors and Corrects Performance- distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
C. Improves or Designs Systems- suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

A. Selects Technology- chooses procedures, tools or equipment including computers and related technologies.

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B. Applies Technology To Task- Understands overall intent and proper procedures for setup and operation of equipment
C. Maintains and Troubleshoots Equipment- Prevents, identifies, or solves problems with equipment, including computers and other technologies

A THREE-PART FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks
A. Reading- locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
B. Writing- communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
C. Arithmetic/Mathematics- performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
D. Listening- receives, attends to, interprets, and responds to verbal messages and other cues
E. Speaking- organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons
A. Creative Thinking- generates new ideas
B. Decision Making- specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
C. Problem Solving- recognizes problems and devises and implements plan of action
D. Seeing Things in the Mind's Eye- organizes, and processes symbols, pictures, graphs, objects, and other information
E. Knowing How to Learn- uses efficient learning techniques to acquire and apply new knowledge and skills
F. Reasoning- discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty
A. Responsibility- exerts a high level of effort and perseveres toward goal attainment
B. Self-Esteem- believes in own self-worth and maintains a positive view of self
C. Sociability- demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
D. Self-Management- assesses self accurately; sets personal goals, monitors progress, and exhibits self-control
E. Integrity/Honesty- chooses ethical courses of action
MEETING PROGRAM STANDARDS

Older Adults are the targeted recipients of this educational program and is so stated in the course title, “Fine and Applied Arts/Creative Dramatics for Older Adults” (Program Standard 1). As developed, the course takes into consideration the varied needs of an active older adult population, a transitioning one and one that includes frail elderly. This is accomplished through the stated goal of the course which emphasizes the reinforcement of basic daily living skills including communication, problem solving and decision making through the exploration and creative process of the performing arts (Program Standard 2).

The separate units of the course easily allow coordinated input from any and all resource providers including the primary credentialed instructor and guest licensed music, dance and drama therapists who can add expertise specifically in designated subject areas with focus on older adults (Program Standard 3 and 5).

Primary instructor would ensure that class participation is strictly voluntary and that no student was forced to participate against his/her will (Program Standard 4).

Diversity of the participating community will be reflected in the specific creative dramatic materials selected including multi-lingual skills, international music and dance as well as gender-free/sensitive role-playing. Improvisational scenarios should be generated from the participants themselves and every effort should be made to encourage the integration of “diversity” as a major concept in the creative process (Program Standard 5).

Students who feel that they would like to repeat the course are welcome to do so. If there are a sufficient number of people who took the class and desire more advanced training, a second 60-hour intermediate or advanced course in creative dramatics will be developed to encourage further learning and skills development (Program Standard 7).

A separate section of the school newsletter and/or brochure of class schedules can be designated for the category of older adults where this course would be advertised. A separate newsletter for the school population of older adults might be created with an article highlighting the new course and instructor. The location, site accessibility, designated time of the class, public transportation accessibility and safety comfort level of an older adult population all must be taken into consideration. Flyers can be made and mailed to the school’s older adult mailing list as well (Program Standard 8). This type of advertising program in addition to the diligence of the instructor and supervisory staff would almost insure that primarily older adults (Program Standard 9) attend the classes.

This course can adequately address the needs and interests of the population of older adults who are seeking long term new and productive ways to utilize their time and skills with an emphasis on motivated independence and creative thinking (Program Standard 10).

Program Standard 11 will be addressed in the following sections.

MEETING CURRICULAR STANDARDS

“Fine and Applied Arts/Creative Dramatics for Older Adults,” conforms to laws and statutes contained in the California Education Code; regulations stipulated in the California Code of Regulations, Title V, Title XXIII; policies and guidelines established by the California Department of Education and the Chancellor’s Office, California Community Colleges (Curricular Standard 1).

“Fine and Applied Arts/Creative Dramatics for Older Adults.” falls under the category of Creative Expression for older adults (Curricular Standard 2).
To address student needs, multiple resources have been provided for this course. They include but are not limited to local actors and playwrights, theatre owners, entertainment industry representatives, subject area supervisors, industry union representatives, organization representatives and music and dance therapists. This structure not only insures community participation but also develops a solid foundation for the formation of advisory committees and long term planning (Curricular Standard 3).

The program for Creative Dramatics exhibits a logical sequential progression in its course curriculum, starting with simple descriptions and demonstrations and then leading into the creative participation of students in all phases of dramatic creative expression.

The course scope and sequence can easily be modified or adjusted to fulfill the needs of students in the varying developmental stages of the aging process. Designed in simple step-by-step goal oriented units, the course allows students to demonstrate a progression of skills from beginning to advanced levels. All students may progress through the competencies at their own pace. For example: active seniors might be given more physically challenging activities in the dance and improvisational sections. Students who are in transitions and facing other challenges might be given smaller, more spirit-lifting tasks with strong supportive encouragement from the instructor and fellow students as a built-in component. Frail elderly can be given simple directions for short tasks that carry a high level of reward for achievement. An improvisational conversation between two students based on a scenario of mutual selection would be an example of an activity that could explore creative expression, encourage memory and reinforce the skill of socialization. By simply changing the emphasis of the course competencies, allowances can be made for a wide gamut of both physical and mental abilities. Music is a wonderful example of a component that can be emphasized for intellectual capabilities. Musical activities of song and dance can be substituted or repeated in place of more mentally challenging verbal skits. Participation in activities would then be dependant upon physical and mental capabilities (Curricular Standards 4 and 5).

The goal of this course, "Fine and Applied Arts/Creative Dramatics for Older Adults," is to develop and reinforce basic skills in daily life through an introduction to theater and dramatic arts. The course contains learning objectives that include the enhancement of the older adults' sense of self-esteem, communication skills, problem-solving techniques and decision-making. An objective may be a student's mastery of the use of body language as a communication tool. Learning activities may include a non-verbal improvisation, student-created dances, creation of a range of emotional expressions, eye contact exercises and pantomime (Curricular Standard 6).

A course outline that identifies purpose, states goals, objectives, learning activities, methodologies, instructional strategies, evaluation, length of course and repetition policy has been written for this course. (See course outline) Curricular Standard 7.

The outline will be signed, dated, and kept on file in the program supervisor's office and made available to the instructor. Provisions will be made for review and revision of course outline on a regular basis (Curricular Standard 8).

MEETING INSTRUCTIONAL STANDARDS

The very nature of creative dramatics requires that students take an active role from the very beginning. A class might include an improvisation between two students. The students would be asked for their input in creating the scenario. The other students might be asked for feedback after the completion of the skit. Students might all participate in making costumes, creating songs or dances and providing sound effects. By active participation, practice, brainstorming and the creation of imaginative elements, students learn skills in communication, problem solving and decision-making that can transfer to critical thinking in daily life (Instructional Standard 1).

Creative dramatics necessitates the use of varied learning styles. Improvisations can be both verbal and non-verbal (pantomime). Visual elements of bright colored light, make-up, and costumes are balanced by the aural elements of speech, voice, music and sound effects. Students may develop individual or group improves. Kinesthetic and auditory strategies can be developed with the utilization of musical instruments and props during skits as well (Instructional Standard 2).

Students' experiences are used as a basis to create improvisational scenarios that help to develop individual skills in communication, problem solving and decision making. Students can utilize personal experiences in all levels of the creative process. Participation (development and rehearsal) in song and dance projects can also enhance the individual growth experience (Instructional Standard 3).
Instructor is competent in using technologies and techniques such as lighting boards, make-up, prop construction, video equipment including the use of a video camera, improvisational methodologies, audio equipment, simple costume and set decoration (Instructional Standard 4).

Students will work together to plan, create and perform a group ensemble improvisational skit in front of an audience of other students and invited guests. This will encourage cooperative learning (Instructional Standard 5).

Careful attention will be paid in providing accessibility to facility including: barriers, stairs, chairs with arms or appropriate seating accommodations, proper and clean restrooms, adequate room lighting, temperature control, parking, public transportation and time of class (for student safety comfort level). Familiarity of learning sites will also help ensure a pleasant student experience. For example, placing the class during daylight hours in an auditorium of a popular senior center would do much to enhance the learning experience (Instructional Standard 6).

MEETING STUDENT ASSESSMENT STANDARDS

Student self-assessment is the most logical method applicable to this course. Volunteer enrollment is therefore the basis for entry into this course. There are no prerequisites for class attendance. The student's interest and desire are the reasons for enrollment. However a thorough understanding of course focus can be given orally or in written form to perspective students by faculty and/or staff (Student Assessment Standard 1).

Periodic and on-going assessment is built into the course. After each unit, competencies can be defined and demonstrated by individual students. For example, student demonstrations of vocal warm-ups and communication through body language and theater games are part of Unit B. Both individual and group performances are also assessment indicators to which instructor, participating students and other class members can share critique and analysis (Student Assessment Standard 2).

Final improvisational performances and periodic in-class demonstrations would be indicators to both the student and the instructor as to the skill levels acquired and their relationship to the student's further education in this field of study (Student Assessment Standard 3).
RESOURCE BOOKS


Spolin, Viola. *Theater Games* (Boxed activity card set).


INDUSTRY BOOKSTORES

Larry Edmunds
44 Hollywood Blvd.
(323) 465-3273

Samuel French
7263 W. Sunset Blvd.
(323) 876-0570

Book City
6627 Hollywood Blvd.
(323) 466-0120

Samuel French
11963 Ventura Blvd.
(818) 762-0535

(52-07-86)
PUBLICATIONS


Dramalogue-Back Stage West (Weekly news and audition trade paper - Hollywood)

MULTI-MEDIA


RESOURCE PERSONS

Union representatives from SAG and AFTRA
Local actors and playwrights
Theatre owners
Women in Theatre
Women in Film
Entertainment Industry Representatives
Subject Area Supervisors
METHODS AND PROCEDURES
A. Lecture and discussion
B. Demonstration and participation
C. Multimedia presentations
D. Role playing
E. Guest Speakers
F. Showcases/Class performance
G. Theatre Games

EVALUATION
A. Teacher observations/critiques
B. Class participation/critique
C. Self-evaluation
D. Videotapes of students

Statement for Civil Rights
All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or handicap.