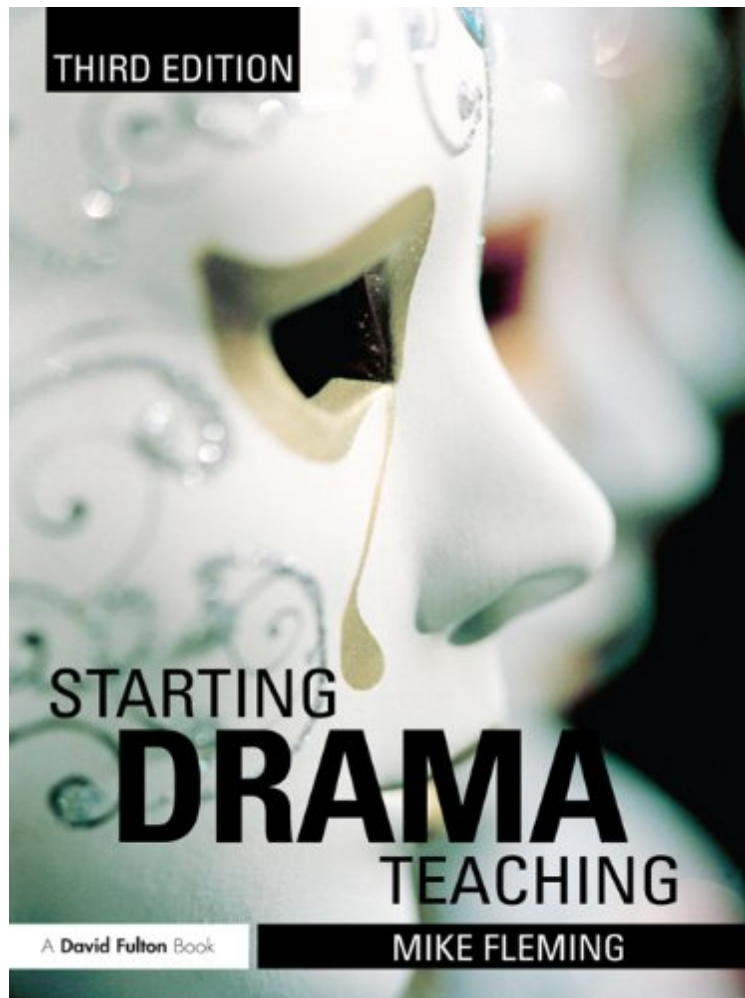


Starting Drama Teaching

Mike Fleming

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Mike Fleming : Starting Drama Teaching before purchasing it in order to gauge whether or not it would be worth my time, and all praised Starting Drama Teaching:

1 of 1 people found the following review helpful. Great Book after you've had a little experience teaching. By Judy Hanel When I first bought this book I skimmed it and thought it was too theoretical and not practical enough. I was looking for specific activities to use in the classroom. But half way through my second year of teaching drama, which was new to me, I read it again and it all made sense. I could now relate to the difficulties of teaching drama, the differences between dramatic play and drama as theatre and the challenge of actually building skills. I used the "Pied Piper" lesson plan for my year 3 and 4 classes and it was a success. I finally started to build confidence in how to sequence lessons. I also realized the importance of exploring the content and themes within the drama being performed rather than just looking at drama skills such as voice and movement etc. It became my favourite resource book in 2016. Now I can use my other practical drama books more effectively with this as a foundation. I would recommend

this to someone who has already had a year of teaching drama or for someone who has studied drama as part of their teacher training program and has already taught some lessons and has some sense of the complexities of teaching drama.

Why teach drama? How can a newcomer teach drama successfully? How do we recognise quality in drama? Starting Drama Teaching is a comprehensive guide to the teaching of drama schools. It looks at the aims and purposes of drama and provides an insight into the theoretical perspectives that underpin practice alongside practical activities, examples of lessons and approaches to planning. Written in an accessible style, the book addresses such practical issues as setting up role play, how to inject depth into group drama, working with text, teaching playwriting, as well as common problems that arise in the drama classroom and how to avoid them. The third edition of this popular text has been fully updated to take account of recent developments in policy and educational thinking and includes: The implications of drama's place in the curriculum and the way in which drama practice relates to, and in many ways has anticipated, such concepts as dialogic teaching, engagement, community cohesion and diversity; Guidance on different approaches to drama; Advice on how teachers can achieve and recognise quality work in drama; A discussion of drama concepts including applied theatre, ensemble and rehearsal approaches; A new chapter on teaching Shakespeare and an additional section on play writing; Suggestions for further reading. Written by a leading authority in the field, this textbook emphasises the need for quality drama education and will be valuable reading for trainee teachers who are new to drama and teachers who wish to update and broaden their range.

About the Author Mike Fleming is Emeritus Professor in the School of Education at the University of Durham, UK.