PROJECT "HIGH FIVE"
No: 2020-1-TR01-KA201-093256 C2 LTT SPAIN

THEATER AS IMPROVEMENT IN EMOTIONAL INTELLIGENCE

Purpose
Integrate theater and theatrical techniques as a transversal learning methodology.

To adapt to SEN students, we must start from the knowledge of the characteristics and needs of each of them. In this way, we can customize the teaching process to each specific situation.

Despite this, and in a general way, we will need to include the massive practice of certain tasks to be carried out in order to achieve them, that is, the repetitions will be more numerous, the explanations must be clear and simple, the dialogues, as well as the emotions that intend to be transmitted, will be worked previously and the staging will be directed.

Introduction
The ultimate goal of the educational system is to serve the person as a whole by providing comprehensive education that addresses all its facets. Taking this premise as a starting point, theater could be understood as a tool that makes it easier for us to promote and attend to a series of aspects of the students that, having an impact on academics, correspond to more personal and emotional aspects.

Likewise, we can consider theater as a tool that can improve **the learning process of** students, regardless of the subject being worked on, through the development of certain life skills such as critical thinking, emotional intelligence or the ability to listen.

Also, theater as learning-service, promoting the reading habit, favoring cultural activities within the educational community and offering economic resources to the group, to the center, etc.

General objectives
Increase creativity and imagination: Through body expression, to convey feelings, intentions and specific behaviors.

Improve communication: through verbal and non-verbal expression.

Foster self-confidence: for the shyest students, theater helps them lose inhibitions, develop communication skills, lose their fear of speaking in public, learn to feel safe in front of many people. In turn, this contributes to an improvement in self-esteem.

Enhance memory: by learning small dialogues by heart, mental agility is improved, while attention is worked on.

Promote empathy: learn to put yourself in the place of other people, to represent the different roles that they have to assume.

Working on values: theater is a good way to bring young people closer to values such as respect, tolerance, generosity and to reflect on current issues such as homophobia, racism, bullying or gender violence.

Managing emotions: students on stage learn to adequately express and transmit emotions. Perhaps at some moments the students will have to study an emotion to be able to fake it, at others they will feel more identified and will be able to express feelings that they have already experienced in their own skin. However, all these situations will serve as training for a better understanding, management and self-control of their emotions. In addition to relaxation and breathing work.

Teamwork: theater requires good collaboration between the members who perform a play. In this way it is essential that the students speak, negotiate, distribute the roles, take turns, etc. Through this, group cohesion and empathy, previously mentioned, are improved, so coexistence is also favored.

Specific objectives

Get the student to learn to:

- Know your own voice and use the word as a means of expression.
- Find communicative resources in their body (hands, voice, gesture, gaze, movements) and enjoy them.
- Promote reading and correct diction defects.
- Assimilate the problems of others by having to assume those of their characters, as well as their way of speaking and feeling according to their time and condition.
- Being able to transport yourself with your imagination, to other times, to other places...
- Analyze the characters and situations represented.
- Make a critique of the dramatized event.
- Know how to collaborate in the preparation of costumes, sets, manipulation of devices (computer, sound table, lights...), etc.
- Behave properly in a show.
- Know the video recording resources as a summary and immortalization of an ephemeral artistic task.

Contents

Contents that can be approached from the theater:

- Expressive techniques: Improvisation, mimicry, pantomime...
- Theater techniques: gestural or mask theatre, puppets, shadow theatre, black light theatre, street theatre…
- More elaborate representations: stage fights, role-playing games, circus activities...
- Rhythmic-musical techniques: singing, body percussion, dance, choreography...

Assessable content

- Participate in oral communicative acts typical of school activities.
- Pronounce correctly and clearly, with adequate intonation and rhythm when representing small dramatized dialogues (role-plays).
- Recite, dramatize and improvise through gestures and words, real or imaginary communication situations.
- Dramatize life situations, story scenes, historical events, short literary fragments progressively developing body expression as a manifestation of feelings and emotions, respecting the productions of others.
- Discover and explore the expressive manifestations associated with movement; dramatic games, mime, pantomime, representation, imitation and dance, choreography...
- Improvement of social and emotional skills through corporal expression.
- Use, in the dramatization techniques, corporal expression in an appropriate way.
- Use of music and rhythm as means for aesthetic and synchronized movement.
- Use audiovisual media and computer resources to search for or create appropriate musical pieces and to look for the sound of images and dramatic representations.

Methodology

Active, participatory, cooperative and multidisciplinary, in which different areas or subjects can intervene:

- *History:* Through the dramatization of historical events, to be able to know and investigate the characters in more depth, and discover the historical period with a funnier and motivating approach for students.
- *Physical education:* Theater is a performing art that allows one to control one's own body as well as the space it occupies.
- *Music:* Music and its creation are an essential part of plays. Some musical pieces can be analyzed based on the script, observe and reflect on how some musical fragments give more strength to some scenes or how a soundtrack allows a work to give more meaning.
- *Spanish Language and Literature*: It is the most obvious subject in which theater can be worked. Dramatization also enhances other skills such as reading, diction, comprehension, reflection, communication...
- *Foreign language*: Representing a play in another language other than the native language requires a great effort of communication, understanding and, above all, disinhibition.
- *Mathematics* : To make a budget of what a play may cost or to establish times and rhythms to control entrances, steps, duration... .
- *Arts and Technology:* The students will be in charge of the sets and costumes. In addition, they will create their own stage, props, costumes, etc.

Always starting from a game, a dramatization session can be carried out through a series of activities or exercises:

- Preliminary exercises, whose purpose is for the student to make contact with the session, with his peers and with himself;
- Awareness exercises, in order for the students to connect with their senses;

- Body and vocal creativity exercises, those that promote physical contact and body and voice capabilities, and
- Expression exercises, which enhance the socio-emotional development of students.

Competences

The theater contributes to the achievement of all the key competences, given its integrating nature within the Curriculum.

In the case of **Linguistic Communication**, it contributes to the development of activities for the expression of ideas in communicative contexts of analysis, creation and interpretation of texts and in the work on breathing, diction, articulation and expression in situations of scenic interpretation. In addition, in its non-verbal format, gestural and corporal work, the individual develops his communicative capacities and consequently he expands his competence and his capacity for interaction with other individuals.

Basic skills in **Science and Technology**, with the creation of puppets, the design and production of sets, props, costumes, etc. that contribute to the acquisition of this competence.

With **Digital Competence**, students learn to communicate using different formats (text, images, audio, video, etc.) and to search for the resources that best adapt to the content they want to communicate.

The **Learning to Learn Competence** is characterized by the ability to initiate, organize, persist and progress in learning for which motivation and confidence are crucial. It works through interpretation, improvisation and creation, both individually and collectively.

Social and civic competences, because they involve interaction with other people within a group, in accordance with rules based on mutual respect. A sense of responsibility is developed, showing understanding and respect for the values and ideas of others and the reflexive and critical reception of information about the performing arts.

Sense of initiative and entrepreneurial spirit, through the promotion of the organization in roles, the distribution of tasks, service learning, etc. based on the simulation of the real operation of a theatrical company.

Cultural Awareness and Expressions, because theatre fosters the ability to appreciate, understand and critically assess different cultural, dramatic and musical manifestations, through perceptive (as audience) and expressive (as actors) experiences.

Proposed activities

You can find the in the annexed document.

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Evaluation of the proposal

THEATER PROPOSAL EVALUATION RUBRIC

	ALWAYS	SOMETIMES	NEVER
Shows interest in body expression and theater, participating and enjoying the proposed proposal			
Respects the characteristics of the characters in his/her interpretation			
Makes original movements with his body and with the materials according to the music			
Gets body disinhibition and develops an expressive movement			
Discriminates sound and silence appropriately			
Properly performs different rhythms through movement and according to music			
Works well in a group			

Respects the rules and her/his peers			