

4 credits

22.5 h + 7.5 h

Q1 and Q2

Teacher(s)	Desmarets Michel ;
Language :	French
Place of the course	Louvain-la-Neuve
Aims	<i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i>
Evaluation methods	- Regular participation in classes and oral presentation of work. Continuous formation of a portfolio. Oral examination with written support on the basis of a teaching experience during placements: construct a re-examination of the experience in dialogue with theoretical data revealed in classes. Presentation of portfolio on the basis of a key article. The written support is a personal work on the theme of assessment in the performing arts-expressive arts asking essential questions of the didactics of the performance arts in the educational setting while making sure that the work is anchored in a personal practice experienced in the passive and active school placements.
Teaching methods	- Continuous work on the basis of syllabus 'A', received at the beginning (anthropological direction) and of syllabus 'B', supplied as the classes progress (practical directions). - Email links with students to create a living 'Community of Inquiry' between classes. - Continuous formation by students of a portfolio of documents containing texts relating to course topics and to situations on the ground. Occasional (short) presentation of work by students in connection with the list of didactic questions distributed in the first classes. (cf. L'école du jeu : Former ou transmettre' les chemins de l'enseignement théâtral, Dir. Josette Féral, L'Entretemps, Les voies de l'acteur, 2003). - Case studies and analysis. Group reflection relating to placement experiences. Reference to statute law and critical reading of programmes in the performing arts. The work Dramaturgies de l'atelier théâtre and a number of video excerpts related to it are used with students during class sessions. Participation in a 'Theatrical Mediation Day/Master class' and exchanges with invited specialists.
Content	Learning to design, structure, organise specialised teaching in the field of the performing arts, establishing the conceptual differences between dramatic play and theatrical play, researching and constructing a kind of assessment able to take into account the continuous acquisition of competences, reflection on the content of educational programmes related to dramatic art, applying methodological and general didactic principles to the teaching of the performing arts. Questioning oneself on cultural policy related to running a school.
Inline resources	See Moodle
Bibliography	Lectures : Michel Serres, Petite poucette, Ed. Le Pommier, 2012 (déjà imposé dans d'autres cours AGRE) - Apprendre (par) le théâtre, textes réunis par Jean-Louis Besson, Etudes Théâtrales n°34/2005 - Christiane Page, Eduquer par le jeu dramatique, pratique théâtrale et éducation, E.S.F. Editeur, « Pratiques et enjeux pédagogiques », 1997 - Questions de théâtre n° 14 : Les formateurs de formateurs et l'initiation théâtrale des jeunes, Théâtre La Montagne magique, 2009. - Le théâtre et l'école, histoire et perspectives d'une relation passionnée, Anrat, Actes Sud-Papiers, Cahiers Théâtre/Education n°11, 2002. - Bernard Grosjean, Dramaturgies de l'atelier-théâtre, Lansman Editeur, Promotion théâtre, 2009. - Théâtre (et) jeune public en Belgique francophone, mémoires analyses enjeux, textes réunis par Sarah Colasse, Michel Desmarets et Emile Lansman, Etudes Théâtrales n°63/2015 & 64/2016. - Pour l'épistémologie : Michel Develay, Donner du sens à l'école, E.S.F. Editeur, « Pratiques et enjeux pédagogiques », 2004.
Faculty or entity in charge	THEA

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Teacher Training Certificate (upper secondary education) - Performing Arts	THEA2A	4		