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**THE VIEWS HELD BY PROSPECTIVE CLASSROOM
TEACHERS REGARDING CREATIVE DRAMA METHOD IN
ART LESSONS IN PRIMARY EDUCATION***

*SINIF ÖĞRETMENİ ADAYLARININ İLKÖĞRETİM SANAT DERSLERİNDE
YARATICI DRAMA YÖNTEMİ KULLANILMASINA İLİŞKİN GÖRÜŞLERİ*

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Abstract

Fine arts education is of importance as it helps elementary students develop aesthetic taste, think freely, express their opinions and feelings, criticize, and increase their awareness and so on. One of the methods used in fine arts lessons is creative drama. The method can ensure learning with fun particularly for elementary students. In some cases, classroom teachers can give visual arts lessons. Then, it is important to find out prospective classroom teachers' views about using of creative drama in visual arts lessons. This is a qualitative study, in which interviews were used, carried out to investigate prospective classroom teachers' views about using creative drama method in Elementary Visual Arts lessons. The study group is comprised of 10 students attending Classroom Teaching Department under Faculty of Education in Recep Tayyip Erdoğan University during 2012-2013 academic year. The participants were randomly selected among 3rd graders in that department. They were selected among those who have already taken "Arts Education" and "Drama" courses on a voluntary basis. The interviews were held separately and took 10-15 minutes each. They were also tape-recorded after taking their

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permission. After the interviews, recorded data were transcribed and interpreted with content analysis by the researcher. Data collected from the participants were put in tables through frequency (f) calculations. In the light of the study findings, prospective classroom teachers intend to use creative drama method the most in Visual Arts lesson. All of the study participants are planning to use creative drama in Visual Arts lesson. They explain it because the method enables learning by doing, permanent learning, makes lesson fun, increases students' awareness, motivates them to learn, contributes to personal development, it brings in involvement, activities and interpreting, it improves creativity, enriches imagination, it is directly related with art education, it raises curiosity, and helps to express oneself more comfortably.

Key Words: creative drama, art, prospective classroom teacher

Öz

Görsel sanatlar eğitimi ilköğretim düzeyindeki öğrencilerin estetik duyarlık kazanmaları, özgür düşünebilmeleri, duygu ve düşüncelerini rahat ifade edebilmeleri, sorgulamaları, farkındalık düzeylerinin artması bakımından ve daha pek çok açıdan büyük önem taşımaktadır. Görsel sanatlar derslerinde kullanılan yöntemlerden bir tanesi de yaratıcı drama yöntemidir. Yaratıcı drama yöntemi özellikle ilköğretim düzeyindeki öğrenciler için eğlenerek öğrenme sağlayabilir. Sınıf öğretmenleri bazı durumlarda görsel sanatlar derslerini verebilmektedirler. Bu durumda sınıf öğretmeni adaylarının görsel sanatlar derslerinde yaratıcı yöntemini kullanmaya ilişkin görüşleri önem taşımaktadır. İlköğretimdeki Görsel Sanatlar dersinde yaratıcı drama yönteminin kullanımına ilişkin öğretmen adaylarının görüşlerinin belirlenmesi amacıyla nitel araştırma yöntemi ile görüşme tekniği kullanılmıştır. Araştırma 2012-2013 öğretim yılı güz döneminde Recep Tayyip Erdoğan Üniversitesi Eğitim Fakültesi İlköğretim Bölümü Sınıf Öğretmenliği Ana Bilim Dalı 3.sınıfta öğrenim gören ve rastgele seçilen 110 öğretmen adayı ile gerçekleştirilmiştir. Katılımcıların seçiminde "Sanat Eğitimi" ve "Drama" derslerini almış olmaları ve gönüllülük esas alınmıştır. Bu araştırmada gönüllülük esas alınarak her öğretmen adayı ile ayrı ayrı ve 10-15 dakikalık görüşme yapılarak ses kayıtları alınmıştır. Görüşme öncesinde öğretmen adaylarına kayıt alınması konusunda onayları alınmıştır. Yapılan görüşmeler sonucunda elde edilen ses kayıtları araştırmacı tarafından dinlenerek yazılı doküman olarak aktarılmıştır. Veriler içerik analizi ile değerlendirilmiştir. Öğretmen adaylarıyla yapılan görüşmelerden elde edilen veriler frekans (f) hesaplamaları yapılarak tablolandırılmıştır. Araştırma bulguları yorumlandığında sınıf öğretmeni adaylarının Görsel Sanatlar dersinde kullanmayı düşündükleri yöntemler arasında en çok yaratıcı drama yöntemi yer almaktadır. Araştırmaya katılan öğretmen adaylarının tamamı yaratıcı drama yöntemini Görsel Sanatlar dersinde kullanmayı düşündüklerini belirtmişlerdir. Gerekçe olarak yaratıcı drama yönteminin yaparak yaşayarak öğrenme sağladığını, kalıcı öğrenme

sağladığını, dersi eğlenceli hale getirdiğini, öğrencilerin farkındalık düzeylerini arttırdığını, öğrenmeye istekli hale getirdiğini, kişisel gelişime katkı sağladığını, hareketin ve aktifliğin olduğunu, yorumlamanın olduğunu, yaratıcılığı geliştirdiğini, hayal dünyasını zenginleştirdiğini, sanat eğitimi ile doğrudan ilgili olduğunu, merak uyandırdığını, kendini daha rahat ifade edebilmeyi sağladığını belirtmişlerdir.

Anahtar Kelimeler: yaratıcı drama, sanat, sınıf öğretmeni adayı

INTRODUCTION

Fine arts education is of importance as it helps elementary students develop aesthetic taste, think freely, express their opinions and feelings, criticize, and increase their awareness and so on. "Today's chronic rote-learning has some disadvantages. Such an education model impedes developing of critical thinking, exhibiting skills and abilities, and making aesthetic decisions. But, placing more importance on visual arts education in schools, applying better curricula, training more qualified teachers and investing more time will help balance such an education model" (Özsoy ve Alakuş, 2009). Besides, using several methods in fine arts lessons can be of help. According to Artut (2010), some of the methods to be used in fine arts lessons are, among others, easy to hard principle, question-answer-discussion, music and sounds, copying, working with a model, memory training, discovery teaching, creative drama, teaching via project-aided presentation, visual-audial activities and computer-aided approach.

One of the methods used in fine arts lessons is creative drama. "Creative drama is an essential way of learning" (Adıgüzel, 2012: 117). The method can ensure learning with fun particularly for elementary students. "Creative Drama in Education means explaining or animating of any experience, a scene, an intangible concept or act, by means of rearranging previous cognitive images within game-like processes where observation, experience and feelings are reviewed, by using theatre or drama techniques like improvisation, role playing, etc in a group work" (San, 1990). Thanks to animations, students' interest in the lesson might increase as they become more active participants by "pretending". Increased interest in the lesson might also increase student achievement.

Previous research revealed some similarities between drama and art education. In particular, Kösa Topcu (2008) in his study points most of the similarities between visual arts education and creative drama aims and principles. It is stated that drama is the most effective method in the context of art education. In Keyik's study (2011), it is reported that art educators regard creative drama as an effective method in arts education and they try to apply it in their lessons. In some cases, classroom teachers can give visual arts lessons. Then, it is important to find out prospective classroom teachers' views about using of creative drama in visual arts lessons.

METHOD

This chapter includes information about the research model, study group, data collection and analysis.

Research Model

This is a qualitative study, in which interviews were used, carried out to investigate prospective classroom teachers' views about using creative drama method in Elementary Visual Arts lessons. "Qualitative research can be defined as studying things and phenomena in their natural settings from a realistic and holistic approach by using qualitative data collection methods such as observation, interview and document analysis throughout a qualitative process" (Yıldırım and Şimşek, 2006: 39). For data collection, the researcher prepared a semi-structured form, and sent to three specialists for review. Prospective teachers were interviewed by using the form. Content analysis was applied for analyzing collected data. "What is mainly done in content analysis is to bring together similar data around certain concepts and themes, and interpret them understandably for readers" (Yıldırım and Şimşek, 2006: 227).

Study Group

The study group is comprised of 10 students attending Classroom Teaching Department under Faculty of Education in Recep Tayyip Erdoğan University during 2012-2013 academic year. The participants were randomly selected among 3rd graders in that department. They were selected among those who have already taken "Arts Education" and "Drama" courses on a voluntary basis.

Collecting and Analyzing Data

A semi-structured interview form was developed by the researcher for collecting data. Interviews are often used in qualitative research. "The reason lies in its effectiveness in unearthing individuals' data, opinions, experience and feelings, the stress it places on speaking as the most common way of communication" (Yıldırım and Şimşek, 2006: 127). Validity of the interview form was checked by consulting with 3 specialists. The form was revised upon the specialists' feedback. Since this is a voluntary basis study, participants were interviewed in their free time. The interviews were held separately and took 10-15 minutes each. They were also tape-recorded after taking their permission. After the interviews, recorded data were transcribed and interpreted with content analysis by the researcher.

FINDINGS

In this chapter, data collected from the participants were put in tables through frequency (f) calculations.

Table 1: What methods will you use in Visual Arts lessons? Please explain why.

Method	f	Reason for preference	F
Fish-bone	1	Develops problem solving skills	1
Station	1	Improves creativity	1
Creative drama	8		
Teaching through game	1	Suitable for structuralist point of view	1
Brainstorming	3	The lesson might be boring, so student can become more active and less bored due to this method.	1
		Allows rising of different views and creative ideas	1
		Ensures active participation of all	1
Teaching through scenario	1	Enables permanent learning	1
Role playing	1	Enables permanent learning	1
Still images	1	Enables permanent learning	1
Pretending	1	Enables permanent learning	1
Flashback	1	Enables permanent learning	1

In Table 1, the methods to be possibly used by prospective teachers in Visual Arts lesson are given along with reasons for preferring them respectively. Table 1 shows;

- 1 participant favours “fish-bone” as it “develops problem solving skills”
- 1 participant prefers “station” method as it “develops creativity”
- 8 of the participants prefer “creative drama” (the reasons are given in details under following question)
- 1 participant prefers “teaching through game” because it is “good from a structuralist point of view”

- 3 participants reply as “brainstorming” because it “makes the lesson less boring, allows rising of different views and creative ideas, and ensures active participation of all”
- and 1 participant chooses “teaching through scenario, role playing, still image, pretending, flashback” because it “enables permanent learning”.

Below are given some examples from participant (K) views:

K3: “I will use creative drama because theatrical settings lay foundations of art. It can be achieved through creative drama.”

K6: “I will use teaching through scenario, role playing and teaching through game in order to teach art subjects in a more permanent and effective way. As animations will be used in those methods, they enable permanent learning by involving students.”

K8: “I will use creative drama method because it is an active lesson. If students are more active, they become more interested in the lesson.”

Table 2: Will you use creative drama in Visual Arts lesson? Please explain why.

Yes, I will.	I	No, I won't.	I	F	Reason for preferring	f
10		-		10	Allows learning by doing and experiencing	2
					Enables permanent learning	3
					Makes lesson fun	6
					Increases awareness	1
					They become more interested in learning	4
					Contributes to personal development	3
					Provides involvement and activities	2
					Provides interpreting	1
					Improves creativity	3
					Enriches imagination	2
					Directly related with arts education	1
					Raises curiosity	2
Enables to express oneself more comfortably	2					

Table 2 displays whether or not the participants will use creative drama in Visual Arts lesson with respective reasons. It is seen in Table 2 that all of the 10

participants want to use creative drama in Visual Arts lesson. For reasons, 2 of them think creative drama allows learning by practising, 3 think it enables permanent learning, 6 think it makes lesson fun, 1 thinks it increases awareness, 4 motivates students to learn, 3 think it helps personal development, 2 think it includes involvement and activities, 1 thinks it bring in interpreting, 3 think it improves creativity, 2 enriches imaginary power, 1 finds it directly related with arts education, 2 think it rises curiosity, and 2 of them think it helps to express oneself more comfortably.

K1: *“Yes, I will; because I want my students to have more than one perspective. I would want them to propose things and improved their imagination. I would be glad if they proposed different solutions.”*

K2: *“While teaching a stream of thought or influential scientists, I would first ask students to make predictions through their own imagination. Then I would give them the information so that they can gain constructive knowledge”*

K3: *“I will definitely use creative drama; because it is the most useful method for arts education, in my opinion. I think there is involvement and activity in arts education. Also creative drama increases interest and curiosity in the lesson.”*

K10: *“This method can evoke creative thinking so that students can create scenarios within a limited time.”*

Table 3: Do you think there is a relationship between art and drama?

Yes, I do	No, I don't	F
10	-	10

Table 3 presents participants' views about if there is a relationship between art and drama. All of the participants think there is a relation between the two.

K1: *“Drama is a type of art”*

K2: *“I mean drama has a reference to all branches of art. Sculpture, painting, theatre, dance and many others. Art without drama sounds cannot be thought. I think there is an inseparable tie between them two.”*

K3: *“Drama is closely related with certain areas of art; like theatre”*

K4: *“Drama is the best way to disclose people's interest in art.”*

K5: *“One's understanding of art can be shaped by drama method.”*

K10: *“In my opinion, there is a direct relationship between art and drama.”*

Table 4: What similarities are there between art and drama?

Similarity	F
Creativity	5
Authenticity	2
Freedom	1
Thought based	1
Fun	1
Inquiring	1
Discovering field of interest	1

In Table 4, participants' views about similarities between art and drama are given. As seen in the table, 5 of the participants point "creativity", 2 "authenticity", 1 "freedom", 1 "thought based", 1 "fun", 1 "inquiring", and 1 participant points "discovering field of interest".

K2: "It's creativity because there is creativity in building a piece of art; there is creativity in drama, too."

K9: "Thoughts are important for both of them. Every individual expresses her/his mind."

Table 5: What difficulties do you think you can face in using creative drama in Visual Arts lesson? What solutions do you propose for those difficulties?

Probable Difficulties	F	Solutions	f
Students might be too shy	4	One-by-one talks with students to convince them	2
		Trying to get to know the students	2
		Performing activities to develop self-confidence	3
		Trying to use various techniques	1
Students might be unwilling	4	Asking an experienced drama leader for help	1
		Teacher can be flexible about	2

		participation	
		Replacing the method	1
The setting might not be suitable	4	Forming a drama class	1
		Desks can be placed aside	2
		Another place than school can be used	1
Focus might change in animations	1	Focus can be regained by giving information	1
Students might have low readiness level	1	Preparing students by bringing extra activities	1
Tiny accidents might occur	1	Precautions can be taken (keeping windows closed during drama, having nonslip floors)	1
There might be time restriction	1	Having make-up lessons	1
Creative drama might not be suitable for teaching serious subjects	1	Simplifying the subjects	1
I am not expecting any difficulties	1	-	-

Table 5 displays participants' views about probable challenges they might face during implementation of creative drama in Visual Art lessons as well as solutions they propose. As seen from the table, 4 of the participants expect "**Students might be too shy**". As for probable solutions, 2 people propose holding "one-by-one talks with students to convince them", 2 offer "trying to get to know the students", 3 "performing activities to develop self-confidence", and 1 person replies as "using various techniques". Apart from that, 4 participants mention another probable difficulty as "**Students might be unwilling**". 1 participant offers "asking for an experienced drama leader for help", 2 "teacher can be flexible about participation", and 1 person says "the method can be replaced". Again, 4 of the respondents expect a challenge like "**The setting might not be suitable**". As for probable solutions, 1 participant thinks "forming a drama class", 2 think "desks can be placed aside", and 1 participant says "Another place than school can be used". 1 respondent expects a challenge as "**Focus**

might change in animations", and the solution is proposed as "focus can be regained by giving information". 1 participant expresses another probable challenge as "**Students might have low readiness level**". It is followed by probable solutions such as "Preparing students by bringing extra activities". 1 participant thinks another difficulty like "Tiny accidents might occur". As for solution, "Precautions can be taken (keeping windows closed during drama, having non-slip floors)" is proposed. Another probable difficulty is expressed by 1 person as "There might be time restriction". The solution is proposed as "having make-up lessons". As a response to the probable challenge "Creative drama might not be suitable for teaching serious subjects", the participant proposes "simplifying the subjects". Lastly, 1 student says "I am not expecting any difficulties".

K1: "Students might be too shy or unwilling to participate. I can encourage them by engaging them in activities."

K2: "Regarding movements of idea, creativity might cause irrelevant animations. To overcome this, I can give them accurate information so that they can do improvisation."

K7: "I may not have a suitable setting. We can create such a place ourselves."

CONCLUSION

In the light of the study findings, prospective classroom teachers intend to use creative drama method the most in Visual Arts lesson. All of the study participants are planning to use creative drama in Visual Arts lesson. They explain it because the method enables learning by doing, permanent learning, makes lesson fun, increases students' awareness, motivates them to learn, contributes to personal development, it brings in involvement, activities and interpreting, it improves creativity, enriches imagination, it is directly related with art education, it raises curiosity, and helps to express oneself more comfortably. Like Apaydın's study (2010), it is proved that drama activities has a positive effect on students' attitudes towards lesson, help to make lessons more fun, and are influential on students' artistic writing process.

All of the participants are of the opinion that there is a relationship between drama and art. The similarities between the two concepts include creativity, authenticity, freedom, being thought based, being fun, inquiring, and discovering field of interest. Under probable challenges to be encountered during implementation of creative drama in Visual Arts lessons, the participants mention some item. These items include having students too shy or unwilling, not having a suitable place, shift of focus in animations, low readiness level of students, tiny accidents, time restriction, and ineligibility of creative drama for teaching serious subjects. Probable solutions offered by participants include convincing students through one-by-one talks, trying to get to know them, doing activities to develop self-confidence, using different techniques, asking for an experienced drama leader for assistance, teacher's being more flexible about participation, replacing the method with another one, preparing a drama class, placing desks aside in the classroom, doing it in a different place outside school,

returning to focus by informing, preparing students by means of extra activities, taking precautions against accidents (like closing windows and keeping the floor non-slip), doing extra lessons after school, and simplifying the subjects. In the light of our results, it can be recommended to use creative drama in Visual Arts lessons.

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