

CHILDREN'S THEATRE

(Theatre with the children and for the children)

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ABSTRACT-

Under New Education Policy 2020 (NEP), one of the new forms is included in the theatre and that is children's theatre which means theatre for children. It is included under the Academy of theatre arts. Under this form (children's theatre) we study children Psychology of different age groups of children, how to deal with children, and how to grow or explore their minds through the help of theatre. This theatre is for the overall development of children. Study of all these ethics or ways to know the mind of children through children's theatre. The primary function of children's theatre is plays performed by children and plays performed for children.

Key words- Psychology, Development, Ethics, Traditional

INTRODUCTION

Childrens theatre is also known as theatre for young audience. This is a unique genre of theatre plays which is played by children and played for children. Which increases creativity, imagination, and emotional development in children while providing entertainment and educational experience. The concept of children's theatre goes back to Russia in the 17th century. In the Soviet, the children's theatre represents one aspect of children's amateur artist activities, which are organized in palaces and houses of pioneers and school children in school and clubs (According to the great Soviet encyclopedia, 1975). When we talk about India, it has been an essential part of rural India and traditional Indian theatre. It contains fairy tales and Indian mythological stories.

PURPOSE OF CHILDREN THEATRE

1. Imagination and creativity
2. Social skills
3. Emotional expression
4. Educational values
5. Cultural awareness
6. Critical thinking

THEORIES OF DIFFERENT PSYCHOLOGISTS

Jean William Fritz Piaget

One of the great Swiss psychologists Jean William Fritz Piaget who was known for his work on child development. He talks about the cognitive stage of development of children, He defines the four stages of child development-

1st stage- (Sensory motor stage) It starts at the age of 1 to 24 months baby. Under this, parents play an important role of children. Experiment with different activities.

2nd stage- (pre-operational stage) starts at the age of 2 years to 7 years. Under this children-built sign language. If the child feels hungry, they cry, they don't know the logic because their imagination goes beyond reality.



தமிழ்நாடு திறந்தநிலைப் பல்கலைக்கழகம் இதழியல் (ம)
உடகப் பன்வி நாடகம் (ம)அரங்க கலைத்துறை மற்றும்
பிரணவ நுண்கலை ஆய்விதழ்
(மதிப்பீடு செய்யப்பட்ட சர்வதேச மின்னியல் ஆய்விதழ்)
இணைந்து நடத்திய பன்னாட்டுக் கருத்தரங்கம்
"இந்திய நாடக மரபு"

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3rd stage- (Concrete operational stage) It started at the age of 7 years to 11 years. Under this thinking become less egoistic, the child can think abstract and hypothetically.

4th stage- (Formal operational stage) is started at the age of 11 to 19 years (adult). They are particular about gender sexual identity, children can think logically, they can form a relationship.

Eric Homburger Erikson

One of the other German American Psychologists 'Eric Homburger Erikson' known for his theory on the psychological development of human beings. Erikson's theory suggests that your ego identity develops throughout your entire life during eight specific stages:

1. Infancy – Basic trust versus mistrust
2. Toddler – Autonomy versus shame and doubt
3. Preschool-age – Initiative versus guilt, planning to do activities, developing the sense of feeling, developing the ability to lead others.
4. School-age – Industry versus inferiority, they feel proud, teachers play a key role, this is the central age group.
5. Adolescence – Identity versus identity confusion, Children are more independent. They explore everything and they form their own identity.
6. Young adulthood – Intimacy versus isolation
7. Middle age – Generativity versus stagnation
8. Older adulthood – Integrity versus despair

STAGES	TIME	AGE	OUTCOME
1 st	0 To 18 Months	Infancy	Basic trust versus mistrust
2 nd	13 months to 3 Years	Toddler	Autonomy versus shame and doubt
3 rd	3 years to 5 years	Preschool-age	Initiative versus guilt
4 th	5 years to 12 years	School-age	Industry versus inferiority
5 th	13 years to 19 years	Adolescence	Identity versus identity confusion
6 th	20 years to 24 years	Young adulthood	Intimacy versus isolation
7 th	25 years to 28 years	Middle age	Generativity versus stagnation
8 th	29 years and above	Older adulthood	Integrity versus despair

Drama in education and theatre in education -

Drama in Education (DIE): Drama in education refers to the use of dramatic activities and techniques within the broader educational curriculum to achieve educational goals. It integrates drama as a teaching and learning tool across various subjects, helping students understand and explore academic content through experiential and imaginative activities. It may involve role-playing, improvisation, storytelling, and other theatrical methods to bring lessons to life and encourage active participation. The emphasis is on using drama techniques to enhance understanding, critical thinking, empathy, and creativity. DIE is often used in primary and secondary education to make learning more engaging and memorable.

Theatre in Education (TIE): Theatre in education, on the other hand, is a specific form of educational theater that brings professional theater productions directly into schools and other educational settings.



The primary focus of TIE is to use live theater performances to address relevant social, cultural, and educational issues. These performances are designed to stimulate discussion, provoke thought, and raise awareness among students about important topics such as bullying, tolerance, environmental issues, historical events, and more. TIE combines theatrical performances with interactive workshops or discussions, allowing students to engage with the material and explore its significance in a meaningful way.

Approach to curriculum planning-

The approach of curriculum planning is help to think that how make the curriculum. This approach helped to decide that what concept from the subject is good for the upgrade student and according to that teacher can easily decide that what is good for 4th, 3rd, 2nd and 1st grade. Like this teacher can decide 1st grade to 5th grade plan.

If we are making curriculum plan of theatre study for primary school and we have a course, now we decide that which level of study is good for the particular grade. Suppose course want that during the primary schooling, (grade one to grade five) children should have this knowledge and understanding. Now in the curriculum plan we decide the lesson of every class which built according to the understanding level of children. It is **vertical planning**. When we focus that what children learn in one class, how much he/she can grasp in particular level then we planned the curriculum is called **horizontal curriculum planning**.

CURRICULUM PLAN-

Grade	Unit 1 (Jul -August) Body	Unit 2 (August – sept) Voice	Unit 3 (Sep- Oct) Mind	Unit 4 (Oct - Nov) Senses	Unit 5 (Nov - Dec) Space
G -2	Image Imitation	Observation & Body Awareness, Ensemble Work, Movement			
G -3	Human Puppetry	Rhythm, Ensemble Work, Body Joints etc.			
G -4	Contemporary Dance	Rhythm & Flow, Body Expression, Agility, Flexibility			
G -5	Biomechanics Method and Production	Precision, Quality of Movements, Rhythm, Creative Body, Trust			

DIFFERENT GAMES AND EXERCISES FOR CHILDREN-

Simon Says: This classic game helps improve listening skills and follow instructions. One child (or the adult) is "Simon" and gives commands, but the other children should only follow the command if it starts with "Simon says." For example, "Simon says touch your toes," "Simon says jump," etc.

Freeze Dance: Play music and have the children dance around. When the music stops, they have to freeze in place until the music starts again. This game encourages creativity and listening skills.



Story Starters: One child starts a story with a sentence, and each child takes turns adding a sentence to continue the story. This game enhances creativity, storytelling, and collaboration.

Color Hunt: Give children a list of colors, and ask them to find objects around the room that match each color. This game helps with color recognition and observation skills.

Simon's Sound Safari: Similar to Simon Says but with sounds. The leader makes different animal sounds, and the children have to mimic the sound of the animal. This game is fun and encourages creativity.

Pictionary: Draw simple pictures on paper, and have the children guess what each drawing represents. This game helps with imagination, creativity, and language development.

Obstacle Course: Set up an indoor or outdoor obstacle course using pillows, hula hoops, cones, and other safe items. Children can crawl under, jump over, and weave through the obstacles, which promotes physical activity, coordination, and problem-solving skills.

Alphabet Game: Have children take turns naming an animal, fruit, or object that starts with the next letter of the alphabet. For example, "Apple," "Banana," "Cat," and so on. This game helps with letter recognition and vocabulary.

First started with storytelling – under this we have to simply tell the story to children. One starts with telling the story and the other would do the action. It is one of the ways to tell the story to them by doing action.

CONCLUSION

So, we discuss about different age groups to know the psychology of children and how to work with them. Then we have discussed about **theatre in education** and **drama in education**. The Main purpose of theatre in education is to make active classroom it is for teachers they are given end and children are receiving end. Participation from both sides. And the main purpose of drama in education is to teach the drama in Academics. It is basically process oriented. We have learnt all these basic elements of children theatre. Through which we can understand the mind or psychology of children. Through all these information about children theatre we conduct many children workshop in the India. At least we can teach the basic things of children theatre, many activities, many games we have to play with them or engage them. Through all these elements we have to make drama for children. And through 'theatre in education' we know what we will do in future in Children theatre? the future aspect in this field. What we achieve through this? These all questions in our mind by going through this experience of children theatre.

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