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Nota di contenuto	Cover; Half Title; Title; Content; Acknowledgments; Foreword-Michael Rohd; Introduction; Section 1: Field Building-or-the Twenty Principles of TFY Third Space; 1.1 TFY Third Space; 1.2 Public Art and Communities of Belonging and Location; 1.2.1 Words over Water; 1.2.2 River Then, River Now, River Future; 1.3 Children and Youth; 1.4 Further Defining "Public"; 1.5 Placemaking as a Function of Public-Making; 1.5.1 Physical Space and Social Place; 1.5.2 Placemaking; 1.6 Community Cultural Development; 1.7 Deliberative Democracy and the Politics of Representation; 1.8 Defining Community 1.9 A Pause to Build Field Theory in CCD with Children and Youth 1.10 A Brief Introduction to Capital and Cultural Economies; 1.11 Expanding Capital Systems; 1.12 Defining Development; 1.12.1 Positive Youth Development; 1.12.2 Defining Development within the Capabilities Approach; 1.13 Good Work; 1.14 Field Theory in CCD with Children and Youth, Part 2: Linking Capital and Development; Section 2: Ethics, Leadership, and Facilitation; Introduction; 2.1 Starting From Where You Are: Ethics and Pluralism; 2.2 Culture, Values, and Beliefs; 2.3 Diversity and Difference; 2.4 Power and Status 2.5 Hegemony 2.6 Putting Ethics and Pluralism Together; 2.7 Authentic Leadership; 2.7.1 Openness and Emotional Honesty; 2.7.2 Lateral Management Structures; 2.7.3 Reciprocity; 2.8 Healthy Ensembles; 2.8.1 Dialogue and Positive Communication; 2.9 Fostering Creativity; 2.9.1 Domains, Fields and Circulating Symbolic Meanings; 2.9.2

Individual Creativity; 2.9.3 Raw Materials and Group Creativity; 2.9.4 Creative Processes; 2.10 Theatre and Performance Skills; 2.11 Facilitating Creative Processes and Products; 2.11.1 Studio as a Space of Games and Play; 2.11.2 Spiral Devising  
2.11.3 Compositional Practices and Aesthetic Considerations

Section 3: Partnering, Project Management, Planning, and Evaluating; Thinking through Community; 3.1 Partnering to Foster Change and Social Transformation; 3.2 Barriers to Working Together; 3.3 Qualities Helpful to Overcoming Barriers; 3.4 Conceptualizing Projects; 3.5 Project Frames; 3.6 Articulating a Theory of Social Change; 3.6.1 Reeler's "Emergent Change"; 3.6.2 Reeler's "Transformative Change"; 3.6.3 Reeler's "Projectable Change"; 3.7 Project Planning, Proposals, and Management; 3.7.1 Project Planning; 3.7.2 Proposal Components 3.7.3 Project Proposal Example 3.7.4 Project Management; 3.8 Documentation, Evaluation, and Assessment; 3.8.1 Documentation; 3.8.2 Specialized Research Terminology; 3.8.3 Rigor; 3.9 Final Project/Partnership/Program Reports; Works Cited; Back Cover

#### Sommario/riassunto

This book answers the question: how do we use theatre and performance to make the world a better place together? Theatre for Youth Third Space is a practical yet philosophically grounded handbook for people working in theatre and performance with children and youth. Presenting asset development approaches, deliberative dialogue techniques, and frames for building strong community relationships, Stephani Etheridge Woodson builds a solid foundation for a diversity of creative possibilities firmly grounded in the latest community cultural development practices.