

ABSTRACT

This qualitative research study documents the observed and reported experiences of an elementary general music teacher's use of Drama-in-Education activities with two fourth grade classes during the 2005-06 school year. The setting of this study takes place in an urban public school in Pennsylvania.

In this study, the author explores the importance of using Drama-in-Education activities with all students and discusses key factors that are essential when using it in the classroom. She also points out that, while drama has been used in various other fields of study, it has not been often used in a music class setting.

Throughout the study, the author documents the implementation of several Drama-in-Education activities and their usefulness in her music class. She also includes her insights that were made, through the course of the study, to improve upon the activities that were originally intended, so as to better meet the students' needs.

The study suggests that using Drama-in-Education activities in a music class will not only improve a student's ability to gain insights into the meaning of a piece of music, it also has the potential to dramatically improve their relation to other classmates, and the teacher, in a positive way.