

## **Drama on the Run**

### **– a prelude to mapping the practice of process drama**

**Pamela Bowell & Brian Heap**

*The Journal of Aesthetic Education* Volume 39 Number 4 Winter 2005 University of Illinois Press

#### **Abstract**

In this article, Pamela Bowell and Brian Heap challenge the perceived separation of the artist from the teacher that can sometimes be encouraged by artists in schools projects. Drawing on their own extensive teaching experience and collaborative research in process drama, they present a compelling case for the training of teacher-artists who would meld their pedagogical understanding and skill with an aesthetic craft and sensibility. This, the writers argue, requires the need to recognise and reinforce a system of what they term 'quadripartite thinking', which is required in order to manage complex, creative and educative processes inherent within the process drama experience.

In presenting process drama as a genre of theatre applied within an educational context, Bowell and Heap contend that, when the artist is activated in both the teacher and pupils, they work together to forge a powerful artistic partnership that establishes a multifaceted spiral of creative discourse in which pupils become teachers, the teacher learns and all are affected.

*Contact Pamela if you would like to know more about this article.*