



# 東京学芸大学リポジトリ

Tokyo Gakugei University Repository

インプロ（即興演劇）を通して児童が生成していく  
遊びの場：小学校5年生での実践を対象として

メタデータ	言語: Japanese 出版者: 東京学芸大学大学院連合学校教育学研究科 公開日: 2023-12-11 キーワード (Ja): インプロ, 遊び, ロイス・ホルツマン, 道具と結果の弁証法, M-GTA, ETYP:教育実践, SGRD:小5 キーワード (En): Improvisation, Play, Lois Holzman, tool-and-result, Modified Grounded Theory Approach 作成者: 郡司, 厚太 メールアドレス: 所属: 東京学芸大学
URL	<a href="http://hdl.handle.net/2309/0002000158">http://hdl.handle.net/2309/0002000158</a>

# The field of play generated by Children through Improvisation:

## A Case Study of 5th Grade Elementary School Students

GUNJI kota\*

Improvisation is improvisational theater in which a story is created improvisational without a script or prior discussion. Previous studies on school education and improvisation have questioned the framework of school education itself through improvisation. The reason why improvisation makes it possible to rethink the framework of school education is because of the existence of the principle of play in improvisation.

One of the theorists who focuses on the principle of play in improvisation and discusses the connection between schooling and improvisation in terms of play is Lois Holtzman. Holtzman uses Lev Vygotsky's theory as a framework for her discussion of improvisational performance. Holtzman connects Vygotsky's theory of Zone of Proximal Development to the improvisational performance perspective, presenting a theory of a dialectic of tools-and-result.

When children enter into Improvisation, how do generate the field of play in the practice of improvisation, and how do the practice of improvisation function as a site for tools-and-result?

The purpose of this study was to examine How do children generate the field of play through the practice of improvisation.

This study used M-GTA to analyze the practice of

improvisation conducted in the fifth grade of elementary school. The analysis resulted in 48 concepts generated. The convergence of the categories based on the relationships among the concepts resulted in convergence to 21 categories. The 21 categories also converged to 5 central categories.

And revealed that in the practice of improvisation, the children generated the field of play in the following three stages: (1) the stage in which the cyclical influences of "facing the manifested unknown situation" and "accepting the framework of others" occur, (2) the leap from stage (1) to the stage in which the cyclical influences of "the world of images" and "materializing a new world" occur, and (3) the leap from stage (2) to the stage of "expanding one's own world".

---

### Key words

Improvisation, Play, Lois Holtzman, tool-and-result, Modified Grounded Theory Approach

---

\*Division of Art Education, the United Graduate School of Education, Tokyo Gakugei University