

Course Outline (Higher Education)

School:	School of Education
Course Title:	DRAMA CURRICULUM 1
Course ID:	EDBED3042
Credit Points:	15.00
Prerequisite(s):	At least 3 Drama content courses
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Course:

This course is designed to enable pre-service teachers to become skilled, creative and knowledgeable Drama teachers who will promote and advocate for Drama and theatre in the years 7-10 secondary school context. The aim is to develop critical, imaginative and reflective practitioners, who can design curriculum, use a range of appropriate teaching and learning approaches, as well as effective assessment strategies that enhance learning. This course promotes the arts as a means of improving social and emotional wellbeing and connectedness in the community. Pre-service teachers will continue to develop and refine their personal skills, techniques and understandings and will have opportunities to perform and work with young people in a range of contexts.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Understand how students learn in the context of Drama.
- K2.** Examine pedagogical, curriculum and assessment and reporting practises based on current curriculum initiatives, research and policy related to the teaching of Drama at years 7 -10.
- K3.** Develop understandings of current educational theories and philosophies as they relate to Drama.
- K4.** Identify what effective Drama teachers know and do in relation to the use of a range of teaching strategies, effective lesson and curriculum design, ensuring inclusivity, appropriate text selection, and assessment approaches.
- K5.** Know a range of resources, including ICT, which will engage students in learning.
- K6.** Develop a critical awareness of the state of contemporary Australian drama as well as the history of the Performing Arts in this country and beyond.
- K7.** Know literacy and numeracy strategies relevant to the teaching of Drama.
- K8.** Build a range of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

Skills:

- S1.** Reflect critically on practice and be open to feedback in order to become highly skilled, creative and imaginative Drama teachers.
- S2.** Set goals and adapt curriculum for a wide range of abilities, characteristics, skills and interests.
- S3.** Organise content into an effective learning and teaching sequence.
- S4.** Plan lesson sequences and classroom activities using knowledge of student learning, classroom management techniques, content and effective teaching strategies.
- S5.** Apply a range of teaching and learning strategies including literacy and numeracy strategies.
- S6.** Show initiative, creative flexibility and the capacity to adapt skills to a variety of students and educational environments.
- S7.** Give effective feedback to others and apply a range of assessment strategies.
- S8.** Develop a capacity to communicate verbally, non-verbally and in concrete, clear and abstract terms.
- S9.** Develop a capacity for kinaesthetic awareness.

Application of knowledge and skills:

- A1.** Create a written journal over time to demonstrate ability to reflect, record observations, develop ideas and self-evaluate.
- A2.** Design and analysis of a curriculum unit applying planning skills, content knowledge, pedagogical understandings, research skills, assessment strategies and policy knowledge.
- A3.** Plan, teach and evaluate a Drama lesson for year 7 to 10 students.

Course Content:

- Current educational theories about teaching and learning Drama.

- Teaching Drama at junior levels with an explicit focus on games, exercises, teaching strategies and drama and theatrical skills.
- Improvisation and play building with young people based on original material.
- Planning and sequencing curriculum and lessons and using time creatively and effectively.
- Values education with a focus on contemporary issues affecting young people.
- Understanding and responding to the social, emotional and learning needs of a variety of young people in the school setting.
- Providing feedback and assessing dramatic performances using a range of assessment strategies.
- Building outreach programs into the community such as youth theatre groups, community arts events, festivals and celebrations.

Values:

- V1.** Promote and advocate the art form in a range of contexts within education and the broader community.
- V2.** Work ethically and promote the arts as a means of improving social wellbeing and connectedness in the school community and beyond.
- V3.** Reflect on professional practice in ongoing ways.
- V4.** Develop the capacity to collaborate with others.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	S1, A2	AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S6, A3	AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K6, A3	AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S1, S8, A1	AT1
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K4, S7	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K7, K8 S1, S6, S8 A1 APST 2.1, 3.3, 3.4, 3.5, 4.1, 5.1	Create a written journal over time which combines personal reflections, understandings about student learning and social and emotional factors which impact on learning, professional log, theoretical elements, task responses, resources, note-taking, personal growth, teaching approaches, teaching objectives and classroom observations.	Learning Journal	30-40%
K1, K2, K3, K4, K5, K6, K7, K8 S2, S3, S4, S5, S6, S7, A2, APST 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1	Design a curriculum unit including lesson sequences, teaching and learning strategies (including literacy and numeracy strategies), resources (including ICT) and assessment tasks and approaches to cater for diverse learners and for implementation in Years 7-10 Drama.	Curriculum Design	30-40%
K1, K2, K3, K4, K5, K8 S1, S2, S3, S4, S5, S6, S7, S8, S9 A3 APST 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1	Design, teach and critically evaluate a drama lesson for year 7 - 10 students applying planning skills, content knowledge, Pedagogical understandings, effective teaching strategies for diverse learners, assessment strategies and policy knowledge.	Teaching Performance	30-40%

Adopted Reference Style:

APA

 Refer to the [library website](#) for more information

 Fed Cite - [referencing tool](#)