

Course Outline (Higher Education)

School:	School of Education
Course Title:	DRAMA CURRICULUM 1
Course ID:	EDMAS6008
Credit Points:	15.00
Prerequisite(s):	(Undergraduate Study in Appropriate Degree)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070301

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, etc.)

Placement Component: No

Program Level:

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

Course Outline (Higher Education)

EDMAS6008 DRAMA CURRICULUM 1

- 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.

Course Outline (Higher Education)

EDMAS6008 DRAMA CURRICULUM 1

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:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	PST will develop deep knowledge related to the field of Drama and skills related to communication, creativity, self-expression, negotiation and problem solving.	High
Critical, creative and enquiring learners	PST will critically examine teaching practices, educational research and personal schooling experiences; will think creatively about building cultures for learning; and will inquire into problems of practice.	High
Capable, flexible and work ready	PST will become capable, flexible and work ready through ongoing reflection on practical teaching experiences.	High
Responsible, ethical and engaged citizens	PST will gain knowledge and skills related to being a responsible, ethical and engaged citizen who is able to articulate and act upon moral purpose.	High

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, 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%

Course Outline (Higher Education)

EDMAS6008 DRAMA CURRICULUM 1

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K 8 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