

Course Outline (Higher Education)

School:	School of Education
Course Title:	DRAMA CURRICULUM 2
Course ID:	EDMAS6108
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070105

Description of the Course :

This course is designed to enable pre-service teachers to become skilled, creative and knowledgeable years 10 -12 Drama and Theatre Studies teachers who will promote and advocate for Drama and theatre in the secondary school context. The aim is to develop critical, imaginative and reflective practitioners, who can unpack curriculum materials, use a range of appropriate teaching and learning approaches, as well as engage in effective assessment strategies and design curriculum. Pre-service teachers will continue to develop and refine their personal skills, techniques and understandings and where possible work with young people in a range of contexts. They will develop their awareness and use of Study Designs and other published curriculum and assessment materials.

Grade Scheme: Graded (HD, D, C, etc.)

Placement Component: No

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	✓	■

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 in the senior secondary years.
- K3.** Develop understandings of current educational theories and philosophies as they relate to Drama.

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- 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, 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.
- S10.** Gather and organise resources relevant to the teaching of senior years Drama and Theatre Studies.

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 VCE 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 VCE students.

Course Content:

- Development of problem solving capacities through a range of activities related to the teaching and learning of Drama within the context of the senior secondary classroom.
- Understanding curriculum requirements and policy related to the teaching of Drama in the senior years of secondary school.
- Development of curriculum, lesson sequences and assessment approaches for Drama and Theatre Studies in Years 11-12.
- Engaging and positive processes that enhance learning and creativity.
- Developing personal, relational and communication skills and techniques related to the teaching of Drama.
- 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.

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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, S10 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, S10 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	TDesign 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 VCE Drama.	Curriculum Design	30-40%

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, 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 VCE 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