



# Course Outline

## EDGDS6025 DRAMA CURRICULUM 1

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|---------------------------|---|
| <b>Title:</b>             | DRAMA CURRICULUM 1  |
| <b>Code:</b>              | EDGDS6025   |
| <b>Formerly:</b>          | TD795   |
| <b>School / Division:</b> | School of Education   |
| <b>Level:</b>             | Advanced  |
| <b>Pre-requisites:</b>    | (Required level of undergraduate study in discipline as specified by VIT) |
| <b>Co-requisites:</b>     | Nil   |
| <b>Exclusions:</b>        | (TD795)   |
| <b>Progress Units:</b>    | 15  |
| <b>ASCED Code:</b>        | 070301  |

### Objectives:

After successfully completing this course, students should be able to:

#### Knowledge:

- develop the ability to design pedagogical, curriculum and assessment practises based on current curriculum initiatives, research and policy
- develop an awareness of the state of Australian drama as well as the history of the Performing Arts in this country and beyond
- develop understandings of current educational theories and philosophies as they relate to drama

#### Skills:

- become highly skilled, creative and imaginative drama teachers
- adapt curriculum for a wide range of abilities, skills and interests
- demonstrate initiative, creative flexibility and the capacity to adapt skills to a variety of educational environments
- administer and market the arts within schools and the wider community
- develop a capacity to communicate verbally, non verbally and in concrete and abstract terms
- develop a capacity for kinaesthetic awareness
- network effectively with those who work in arts bodies, community programs and youth groups

#### Values:

- promote and advocate the art form in a range of contexts within education and the broader community



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- work ethically and promote the arts as a means of improving social wellbeing and connectedness in the school community and beyond
- reflect on professional practice in ongoing ways
- develop the capacity to collaborate with others

### Content:

Topics may include:

- Improvisation and play building with young people based on original material
- Values education with a focus on contemporary issues affecting young people
- Understanding the social, emotional and learning needs of a variety of young people in the school setting.
- Building outreach programs into the community such as youth theatre groups, community arts events, festivals and celebrations.
- Planning curriculum and using time creatively and effectively
- Providing feedback and critically assessing dramatic performances.

### Learning Tasks & Assessment:

| Learning Task   | Assessment  | Weighting |
|---|---|-----------|
| Journal:<br>An ongoing task which combines personal reflection, diary entries, professional log, artist's workbook and theoretical elements.            | Journal   | 20 - 30%  |
| Performance: An informal presentation for friends and colleagues demonstrating an awareness of the practical aspects of improvisation and play building | Performance   | 30 - 40%  |
| Curriculum Planning: The design and presentation of a drama workshop.   | Workshop design, including rationale, presentation and evaluation | 40 - 50%  |

### Adopted Reference Style:

APA

### Handbook Summary:

This course is designed to enable students to become skilled, creative and knowledgeable Drama 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 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. Students 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.