

Subject Title:	Drama Secondary Curriculum 1		
Subject Code:	EDU4DR1		
Teaching Period:	Semester 1		
Credit Points:	15	Mode:	Blended
		Level:	4
Prerequisite	NA		
Subject Description:			
<p>This subject is designed to establish a knowledge and skill base for pre-service teachers in the areas of curriculum, pedagogy, planning, assessment and reporting in Drama Education for secondary students in the junior and middle years of secondary schooling (Years 7-10). The subject is designed to develop students' understanding of contemporary theory, concepts and skills in Drama as applied in the classroom context with a particular focus on cross-curriculum priorities. Theoretical concepts, pedagogical principles and state and national curriculum structures within Drama are examined and applied in the evaluation, design and implementation of learning resources that are responsive to the needs of diverse learners.</p>			
Intended Learning Outcomes (ILOs) & Australian Professional Standards for Teachers			
Upon successful completion of this subject, you will be able to:			Australian Professional Standards for Teachers
1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of Drama, and an in-depth understanding of how students learn in Drama.		1.2, 2.1,
2	Critically analyse, plan, synthesise and implement a range of Drama learning and teaching activities and sequences for junior students (Years 7-10). These include a variety of pedagogical approaches and resources (including safe and ethical pedagogy and use of resources including ICT) appropriate to state and national curricula.		1.2, 2.2, 2.6, 3.1, 3.2, 3.3, 3.4, 4.4
3	Describe, design and evaluate a unit of work involving a variety of teaching strategies that cater for individual differences in student learning across the full range of abilities, integrate literacy and numeracy, integrate general capabilities and cross curriculum priorities in Drama Education.		1.5, 2.4, 2.5, 2.6, 3.3, 4.1, 5.3,
4	Examine the relationships between assessment, feedback and reporting, learning task design, student engagement and understanding in Drama. Apply these relationships to the development and modification of curriculum documents.		2.3, 3.6, 5.1, 5.2, 5.4,

Assessment:				
Assessment Summary		Word Count	%	Australian Professional Standards for Teachers
1	Curriculum Application: How the Drama Strand is applied to planning for teaching a theme or topic for a specific level	1,250	25%	1.3, 1.5, 2.1, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 4.4, 5.1, 5.2, 5.3, 5.4
2	Lesson planning and sequencing learning Curriculum based pedagogical practice – unit of work	2,700	50%	2.1, 2.2, 2.3, 2.4, 1.6, 3.2, 3.3.5, 4.1, 4.2, 1.5, 5.2
3	Teaching Resources: Critical consideration of digital and physical resources and performance expertise for teaching a performance or theatre style	1,800	25%	2.6, 3.4, 1.2, 2.2, 2.6, 6.4
Assessment Details (including Assessment Criteria)				
1	<p>Curriculum Application: How the Drama Strand is applied to planning for teaching a theme or topic for a specific level</p> <p>For this task you will take a theme or topic for a specific Year level and show how the Drama Strand aspects of Explore and Express Ideas, Drama Practices, Present and Perform, Respond and Interpret is applied to the teaching of a Drama topic or theme.</p> <p>This is a general conceptual document, not specific lesson planning. This assignment should outline the process of how to develop a theme or topic Drama 7 -10 (Secondary).</p> <p>This assignment should include the research, brainstorming and the structuring of ideas for teaching a theme or topic.</p> <p>Assessment Criteria:</p> <ol style="list-style-type: none"> 1. Outline of process of developing a theme or topic Drama 7 - 10 2. Demonstrate understanding of the Drama Strand and Level 3. Demonstrate how to apply the Drama Strand to teaching a theme or topic for Yrs 7 -10, such as Melodrama, Commedia dell’Arte, etc. 4. Conventions of academic writing. 			
2	<p>Lesson planning and sequencing learning</p> <p>Curriculum based pedagogical practice – unit of work For this task in Drama you will individually design and submit a 5 lesson narratively structured unit plan for secondary years from Years 7, 8 or 9. This unit plan should be the development of Assignment 1. The narrative component should be evident through planning that explores an initial stimulus or resource and investigates drama content and drama elements over the course of the unit of work. The unit plan for Middle years should reference cross curriculum priorities and general capabilities. The pre-text (stimulus, resource or provocation) might take the form of lyrics, images, video, newspaper articles or headlines, poems, picture books, story excerpts or photographs. You will be asked to bring examples and share some of these in the intensive.</p> <p>The unit plan must be informed by a planning model introduced in Module 5 such as Backward design or Five E’s for example and should indicate the narrative and the skill progression developed from the ‘launching’ resource. The lesson plan itself must be a step by step interactive dialogue between, you the teacher, and the students, such that it is similar to us walking into your class and</p>			

viewing exactly what would happen. Detail is imperative. The last lesson needs to include as aspect of assessment that would be an example of Respond and Interpret.

Assessment Criteria:

1. Research and use of resources, including academic resources and relevant to Victorian Curriculum 7 - 10 statements.
2. Planning for application of strategy, including explanation of learning intentions
3. Demonstration of selected strategies in set lessons
4. Conventions of formal lesson planning and academic writing.

3

Teaching Resources: Critical consideration of digital and physical resources and performance expertise for teaching a performance or theatre style

Students will choose a performance or theatre style or approach appropriate for Yrs 7 - 10 (Different to Assignment 1 & 2) as the basis of their inquiry and explore the potential for using a variety of physical resources, technologies, and performing expertise in the teaching and learning of a performance style or theatre style.

Students will present a report explain how they would see current practices developed and affected by the use of resources and activities in digital and physical resources and the performing expertise needed, with emphasis on:

- a) 'Drama Practices' (Victorian Curriculum: Drama Strand) requirements for the performance/theatre style or approach
- b) Digital and physical resources required
- c) Digital and performance expertise required
- d) Accessibility and equity

Assessment Criteria:

1. Selection and explanation of digital and/or physical resources in relation to specific pedagogical approaches for Secondary Drama 7 - 10.
2. Planning for contribution to student learning, including relation of effective use of digital and physical forms and technologies and performing expertise for the achievement of learning intentions.
3. Demonstration of strategies for use of selected resources in classroom.
4. Conventions of academic writing.

Learning Resources	
Required Texts	
1	Curriculum Documents located at http://victoriancurriculum.vcaa.vic.edu.au/the-arts/drama/introduction/learning-in-drama
2	
Recommended Reading	
1	Tourelle, Louise & McNamara 1998 <i>Performance; A Practical approach to Drama</i> , Heinemann, Port Melbourne, Victoria
2	Clausen, Mathew 2000 <i>Centre Stage; Creating, Performing and Interpreting Drama</i> , Heinemann, Port Melbourne, Victoria
3	Anderson, M., Roche, C. (2015). <i>The state of the art: Teaching drama in the 21st Century</i> . Sydney: Sydney University Press.
4	

Learning Activities Overview:		
Wk	Learning Topic	Learning Activities/Readings
1	Drama Learning Introduction to The Arts and the Drama curriculum in Victoria and Australia.	Learning Focus: <ol style="list-style-type: none"> Students will be introduced and learn to actively navigate a broad range of curriculum resources: <ul style="list-style-type: none"> •www.victoriancurriculum.vcaa.vic.edu.au •www.vcaa.vic.edu/pages/foundation10/f10index.aspx •www.vcaa.vic.edu/pages/foundation10/viccurriculum/viccurr-resources.aspx Discussion around e5, Backwards design, VIT will frame the existing knowledge and enable the building of understanding of Drama teaching in context. We will set a starting point in what it is to be a quality drama teacher and develop a common understanding of our teaching which will develop during this subject. A topic area in the F-10 curriculum will be assigned to each student and a resource collection will commence from this point. Student Activity: A topic area in the F-10 curriculum will be assigned to each student and a resource collection will commence from this point. Readings: Greene, Maxine 1995 Releasing the Imagination; Essay, On Education, the Arts and Social Change, Jossey-Bass Publishers, San Francisco.
2	Introduction to Curriculum Structure: Drama Strand: - Explore and Express Ideas, Drama Practices, Present and Perform, Respond and Interpret	Learning Focus: 1. Understanding the Victorian curriculum: Drama Strand Student Activity: <ol style="list-style-type: none"> Resources hunt for assigned Task 1 Topic Readings: Nicholson, Helen 2011 Theatre, Education and Performing, The Map and The Story, Palgrave Macmillan, London. Anderson, Michael, Hughes, John, Manuel, Jacqueline, eds 2008 Drama and English Teaching; Imagination, Action and Engagement, Oxford Uni Pr.
3	Reflections from placement and curriculum teaching ideas.	Learning Focus: <ol style="list-style-type: none"> Using drama teaching. Student Activity: <ol style="list-style-type: none"> Case study discussion of schools you have sighted in placement – no names required Perform a teacher planning step of identifying the qualities you want in a class from the task in session 1 and how you will implement this and the criteria in Task 1. 3.Readings: to think deeper about Drama teaching: Anderson, M. (2016). Negotiating arts education research: Setting the scene. In Josephine Fleming, Robyn Gibson, Michael Anderson (Eds.), How Arts Education Makes a Difference: Research examining successful classroom practice and pedagogy , (pp. 29-38). Abingdon: Routledge. [More Information]

4	The nature of learning in drama, conceptual and Practical development: Learning in Drama:- Making and responding Elements of Drama, Principles of Narrative (Story), Viewpoints, Forms, skills, Techniques and processes, Materials.	1. Understanding how drama learning is described in Victorian Curriculum F-10. Learning Focus: Unpacking the planning process. A lesson plan and a unit plan exemplar are provided. Student Activity: Research and Preparation for Assignment 2 Readings: http://victoriancurriculum.vcaa.vic.edu.au/the-arts/drama/introduction/learning-in-drama 1. Baldwin, Patrice 2012 With Drama in Mind: Real Learning in Imagined Worlds, continuum International Publishing Co, London. 2. Neelands, Jonothan In the Hands of Living People, 2000 Drama; The Research Journal of National Drama, National Drama (Pub)
5	Applying pedagogical approaches to strategic planning, scope and sequence/unit/lesson planning	Learning Focus: 1. Applying Backwards Design or 5 e's to sequence/unit/lesson planning Student Activity: Preparing for Assignment 2. Readings: Nicholson, Helen, ed 2000 Teaching Drama 11-18, Bloomsbury, London. Kempe, Andy & Nicholson, Helen 2007 Learning to Teach Drama 11- 18, Bloomsbury, London. http://victoriancurriculum.vcaa.vic.edu.au/the-arts/drama/introduction/scope-and-sequence
6	Developing resources for teaching, ICT	Topics: Resourcing the Drama classroom, physically and digitally Student Activity: Research and Preparation for Assignment 3. Readings: Anderson, M., Cameron, D., Sutton, P. (2012). Participation and creation in these brave new worlds: technology and innovation as part of the landscape (Editorial). Research in Drama Education , 17(4), 469-476. [More Information]
7	Understanding general capabilities, cross curriculum priorities	Topics: Students will be introduced to the General capabilities and cross-curriculum priorities, especially looking at Indigenous arts and culture. Student Activity: Readings: Eckersley, Mark 2012 <i>Australian Indigenous Drama</i> , Tasman Press, Altona, Victoria. http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/koorieart.aspx
8 and 9	Understanding difference, differentiation, Teaching for diversity in Drama	Topics: Students will be introduced to individualisation, differentiation and diversity and how it may apply to Drama teaching. Student Activity: Read and research this topic. Readings: http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/programsforstudentswithdisabilities.aspx

10	Teaching Literacy and Numeracy into the Arts	Topics: Strategies for developing Literacy and Numeracy in Drama
11 and 12	Understanding assessment, principles and forms of assessment in Drama, the role of feedback and reporting	Topics: Curriculum Mapping Template F- 10 curriculum: Resources Student Activity: Develop an assessment rubric for a particular level for particular unit of work.

Assessment Task No.	Description of task:
1	Curriculum Application: How the Drama Strand is applied to planning for teaching a theme or topic for a specific level
APST 2.1, 2.2, 2.3	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed <p>Taught - through readings (preparation for teaching and learning activities, and undertaken as part of teaching and learning activities) and teaching and learning content (for instance, lectures and materials). The APSTs taught through the weekly topics are noted in the 'Learning Activities Overview' table: all listed are taught explicitly and PST understanding will be supported and scaffolded through the teaching and learning activities.</p> <p>Practiced - through the learning activities. Learning activities are both individual and group, and undertaken through the teaching and learning sessions. Pre-service teachers will trial and reflect on their application and practice of these APST elements as part of their engagement with the learning topics, content, materials and activities. The APSTs practiced through learning activities are noted in the 'Learning Activities Overview' table: all listed, in addition to being explicitly taught, will be trialled and practiced by pre-service teachers, with modelling and reflection opportunities.</p> <p>Assessed - through the assessment tasks, with the demonstration of pre-service teachers' understanding and knowledge. Assessment criteria are to be provided to pre-service teachers alongside descriptive rubrics, illustrating through quantitative and qualitative descriptors measures and standards of success. Feedback provided to pre-service teachers through descriptive assessment rubrics allows pre-service teachers to consolidate their learning regarding the APSTs. The APSTs assessed are noted in the 'Assessment Details' criteria lists.</p>
Assessment Task No	Description of task:
2	Lesson planning and sequencing learning Curriculum based pedagogical practice – unit of work
APST 2.1, 2.2, 2.3, 2.4, 1.6, 3.2,3.3.5, 4.1, 4.2, 1.5, 5.2	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed <p>Taught - through readings (preparation for teaching and learning activities, and undertaken as part of teaching and learning activities) and teaching and learning content (for instance, lectures and materials). The weekly topics are noted in the 'Learning Activities Overview' table: all listed are taught explicitly and PST understanding will be supported and scaffolded through the teaching and learning activities.</p> <p>Practiced - through the learning activities which are both individual and group, and undertaken through the teaching and learning sessions. Pre-service teachers will trial and reflect on their application and practice of these APST elements as part of their engagement with the learning topics, content, materials and activities. The APSTs practiced through learning activities are noted in the 'Learning Activities Overview' table: all listed, in addition to being explicitly taught, will be trialled and practiced by pre-service teachers, with modelling and reflection opportunities.</p> <p>Assessed - through the assessment tasks, with the demonstration of pre-service teachers' understanding and knowledge. Assessment criteria are to be provided to Pre-service teachers</p>

	<p>alongside descriptive rubrics, illustrating through quantitative and qualitative descriptors measures and standards of success. Feedback provided to pre-service teachers through descriptive assessment rubrics allows pre-service teachers to consolidate their learning regarding the APSTs. The APSTs assessed are noted in the 'Assessment Details' criteria lists.</p>
Assessment Task No	Description of task:
3	Teaching Resources: Critical consideration of digital and physical resources and performance expertise for teaching a performance or theatre style
APST 2.6, 3.4,1.2, 2.2, 2.6, 6.4	<p>Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed</p> <p>Taught - through readings (preparation for teaching and learning activities, and undertaken as part of teaching and learning activities) and teaching and learning content (for instance, lectures and materials). Through the weekly topics noted in the 'Learning Activities Overview' table: all listed are taught explicitly and PST understanding will be supported and scaffolded through the teaching and learning activities.</p> <p>Practiced - through the learning activities. Learning activities are both individual and group, and undertaken through the teaching and learning sessions. Pre-service teachers will trial and reflect on their application and practice of these APST elements as part of their engagement with the learning topics, content, materials and activities. The APSTs practiced through learning activities are noted in the 'Learning Activities Overview' table: all listed, in addition to being explicitly taught, will be trialled and practiced by pre-service teachers, with modelling and reflection opportunities.</p> <p>Assessed - through the assessment tasks, with the demonstration of pre-service teachers' understanding and knowledge. Assessment criteria are to be provided to pre-service teachers alongside descriptive rubrics, illustrating through quantitative and qualitative descriptors measures and standards of success. Feedback provided to pre-service teachers through descriptive assessment rubrics allows pre-service teachers to consolidate their learning regarding the APSTs. The APSTs assessed are noted in the 'Assessment Details' criteria lists.</p>