



School of Education

EDST6701

Drama Method 1

Term 1, 2020

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### **IMPORTANT:**

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST6701 Drama Method 1 (6 units of credit)  
Term 1, 2020

## 2. STAFF CONTACT DETAILS

Course Coordinator: Tiffany Crittle

Email: [t.crittle@unsw.edu.au](mailto:t.crittle@unsw.edu.au)

Availability: Please email for any enquiries. \* nBT/F2 9.96 Tf1 0 0 1 180.05 633.1 Tm0 g0 G(P)4

## 3. COURSE DETAILS

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<b>Course Name</b>	Drama Method 1
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T1.html">http://classutil.unsw.edu.au/EDST_T1.html</a>

## STUDENT LEARNING OUTCOMES

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2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics.	

4.

## 6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	<p><b>Introduction to drama in secondary school</b>            studying drama; a rationale for drama in NSW schools            knowing the structure of the NSW Curriculum – aim, objectives and outcomes            understanding the place of drama in the curriculum; school structures, Electives etc. and outcomes based education            using the key components of the Years 7-10 Drama Syllabus such as            Drama practices; making, performing and appreciating            elements of drama – what are they and why are they important?            Drama contexts – play-building as the mandated form; dramatic forms and performance styles</p>	<p>exploring the collaborative process; group and ensemble work – how drama is taught in the classroom through experiential pedagogies            using improvisation, warm ups and games in the classroom to gain work state over social state. (e.g. icebreakers, communication games, team building, theatre sports etc.)</p> <p><b>Reading for next week</b>  <i>Years 7-10 Drama Syllabus</i>, pages 1 to 16 (June 2003).  <i>Ensemble Play-building</i>, in <i>Living drama, Impro Australia Handbook</i></p> <p><b>Task for next week</b>  <i>Write up directions for a warm-up game</i> (Resources; <i>Centre Stage, Theatre Sports, Games for Actors &amp; Non-actors</i>)</p>
2	<p><b>Drama students and how they learn</b>            Physical, social and intellectual development of students and how this affects their engagement in learning            Teaching strategies to respond to individual needs and backgrounds            Importance of matching teaching strategies to individual needs in Drama            How culture, cultural identity and linguist background impact Aboriginal and Torres Strait Islander students</p> <p><b>Scope and sequence in Years 7-10</b>            Advice on Programming and Assessment Document (NESA) – Organisation of classroom activities            Sequencing subject content across lessons within a unit of work            Converting syllabus materngnBT/F5 9.96i]TJQq</p>	<p>Research on how students learn            Developing cultural responsive teaching strategies and resources</p> <p><b>Readings</b>            Advice on Programming and Assessment – Scope and Sequence, pages 10-17            Young at Art, Chapter 1 – ‘Play building at the centre of classroom drama’ <b>plus any one unit of work from</b> Chapter 4 - Level 1: Beginner Play-builders</p>
3		





**Where to next? – How the Stage 5 Syllabus  
feeds into the Stage 6 Syllabus**

## **7. RESOURCES**

Recommended Text Books (these must be purchased as they are used for assessment)

Causen Mathew, Centre Stage, 3<sup>rd</sup> Edition, Cengage, 2016

Hatton, Christine & Lovesy, Sarah, Young at Art, Routledge, 2008

**Compulsory Weekly Reading** - As outlined weekly in the Course Outline

**Compulsory Syllabus Documents**

NSW Board of Studies, Drama 7-10 Syllabus, June 2003

NSW Board of Studies, Stage 6 Syllabus, Drama, Preliminary and HSC Courses, JBTwr1T9(JBTw 594.96 841JBTw pt

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed
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Make sure you

choose an appropriate topic for the year group  
support your rationale using references indicating your professional reading  
choose appropriate outcomes and lesson content  
demonstrate knowledge of effective teaching and learning strategies  
use appropriate format and provide sufficient detail for an effective lesson plan  
include an aspect of literacy/numeracy which integrates with the lesson focus  
provide in full one activity (which may be ICT-based)  
express yourself in clear, standard Australian English.

### **Assessment Criteria for the written component**

- \* design effective lesson sequences suitable for a variety of Stage 5 students
- \* plan a logical, sequential, cohesive unit of work
- \* write with clarity and accuracy of written expression in sufficient detail to show understanding of each activity
- \* use a variety of drama pedagogies appropriate to the material to be delivered
- \* show knowledge of the NSW HSC Drama Stage 5 syllabus and curriculum documents

### **Assessment 2** (3,500 words, weighting 60%)

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

You must write a rationale for the unit (600-800 words) in which you

Provide a brief outline of the school and class context  
state precisely what you want the students to learn and why it is important  
justify your choice of topic/text to suit the needs and abilities of this class  
justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework  
demonstrate how differentiation will support a diverse range of learners  
state the prior knowledge students must begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline

the learning intentions for each lesson  
one full activity for formative assessment (not an essay)  
one ICT-based activity (not watching a video or PowerPoint presentation)  
one group-work task with a focus on literacy/numeracy (not a mind-map)  
one incursion/excursion/performance/product activity  
outlines only for the other teaching materials required

## HURDLE REQUIREMENT

### ASSESSMENT 3 - MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10-minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes
2. A 10-minute mini-lesson

**Initial Lesson Plan:** All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

**Microteaching:** This will be assessed according to the attached criteria and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.





