

EDST6701

Drama Method 1

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Tiffany Crittall	t.crittall@unsw.edu.au	6066-80000	6066-80000	6066-80000

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are situated on the traditional lands of the Bidjigal and Gadigal peoples who are the traditional custodians of the land. We acknowledge the Aboriginal and Torres Strait Islander peoples, the winds and waters we all now share, and pay respect to their unique and enduring cultures which deepen and enrich the life of our nation and community.

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, etc.

Summary of the Course

This is a hybrid course. It is available to both undergraduate and postgraduate students. The content, delivery and assessment will be identical for both groups of students.

In this course, you will begin to learn how to teach Drama in secondary schools. You will explore the syllabus documents to develop innovative and engaging lesson plans. You will learn a range of effective teaching strategies designed to engage a diversity of students in a classroom environment. You will learn how to use digital and other innovative technologies to improve learning in the discipline and to develop language, literacy and communication skills in the curriculum. Through self and peer evaluation you will also learn how to work in a professional, supportive manner.

Course Learning Outcomes

1. Identify foundational aspects and structure of the NESA Drama Syllabus and the knowledge required to implement the syllabus
2. Evaluate how student characteristics affect learning and evaluate the needs of students with different characteristics and from diverse backgrounds
3. Use a range of strategies to plan and teach effective lessons to engage students and meet relevant syllabus outcomes and ensure a safe learning environment
4. Select appropriate resources, including ICT, to engage students and provide learning opportunities
5. Design and evaluate formative assessment strategies and use assessment to improve learning
6. Practise the ethical and professional values expected of teachers

Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, intellectual development and characteristics of students and how they affect learning.	1, 2
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds.	1, 2
1.4.1	Demonstrate broad knowledge and understanding of the impact of cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	1, 2

both theoretical and experiential. Emphasis will be given to viewing D
body of knowledge including conventions, history, skills and methods
of Drama in the curriculum and the community.

Student centered activities will form the basis of the course. These ac
knowledge of the students and will allow them to engage in relevant a
mirror those they will be expected to design for the secondary student

Teaching Strategies

Pair, small-?•group and large-?•group cooperative learning experience
of collaboration in an educational drama context and to demonstrate th
appropriate to address teaching and learning goals

Explicit teaching, including lectures, to demonstrate different approach
components of the drama curriculum and the use of a range of teaching
support learning

A range of drama specific workshops which model experiential learning
teaching theoretical components of the course

Collaborative projects which mirror those in the Drama Syllabus, Year
Syllabus, for example playbuilding in Years 7-?•10 and the Group Pres

Viewing student samples of work and simulated marking experience es
Year 10 dramatic form and Year 12 HSC Projects

Simulations and ??teacher-in-role experiences

Keeping a logbook of class experiences mirroring a drama logbook in s

Structured occasions for reflections on learning, encouraging critical
practice. Also, these allow students opportunities to demonstrate their
liaise with the diverse members of an education community, and to de
understanding of method content

Extensive opportunities for whole group and small group dialogue and
demonstrate their capacity to communicate and liaise with the diverse
community, and show knowledge and understanding of method content
the Vista Mylearning website

Peer teaching in a simulated classroom setting These activities will o
supportive and inclusive of all learners



Assessment 2: Unit of work outline

Due date: Friday 29/4/2022

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should include 6-8 lessons (but do not prepare full lesson plans). Include a rationale (600-800 words). Total length: 3000 words.

A feedback sheet will be provided.

Additional details

In the rationale for the unit:

- 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 the students
- justify your teaching strategies by referring to readings, research, lectures and the Quality Teaching framework

Specific Criteria	(-)		>(+)	
<ul style="list-style-type: none"> • Produces a coherent, logical, detailed lesson plan 				
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Communicates with clarity and confidence in giving instructions and explanations 				
General comments/recommendations for next time:				

Recommended: /20 (FL PS CR DN HD) Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to equal weight in determining the recommended grade. Depending on the lecturers may also contextualise and/or amend the lesson specific criteria. tentative only, subject to standardisation processes and approval by the and Teaching Committee.

Specific Criteria	(-)		>(+)	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Rationale: Justify your approach throughout and describe prior knowledge students have to begin this unit & how it could be pre-tested • Syllabus links: State syllabus outcomes and specific learning goals for each lesson showing knowledge of the appropriate rubric • Teaching strategies: Devise 1-4 lessons and/or 1-4 teaching strategies for the topic to maximise student engagement; incorporate relevant ICT, both as a teaching strategy and as a student skill to be acquired; devise an appropriate worksheet, literacy strategies and questioning; differentiate at least 1 lesson to cater for diverse learning approaches and needs 				

Attendance Requirements

School of Education Attendance Requirement

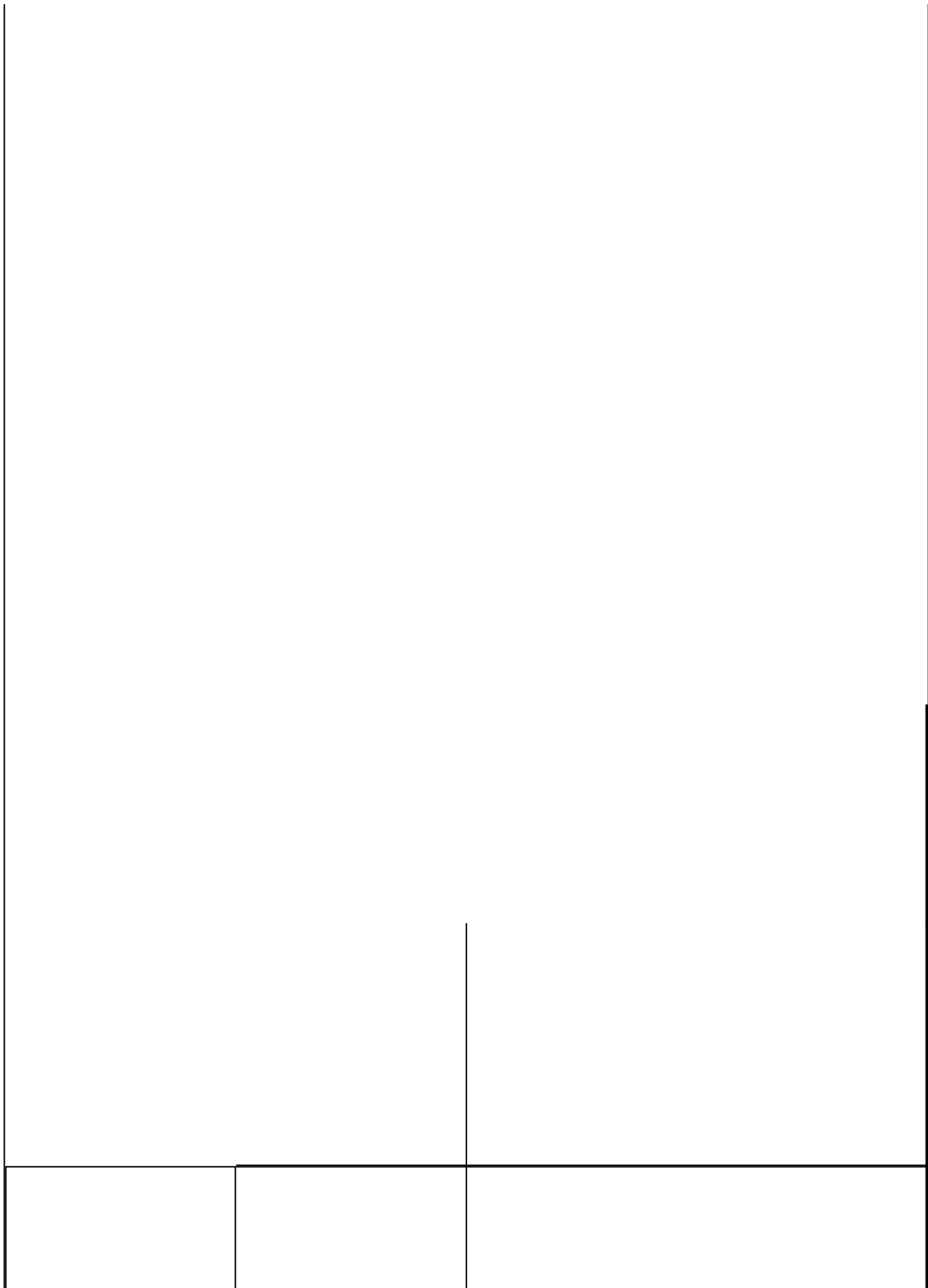
The School of Education (SED) requires students meet a minimum attendance in all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for a course. It is the responsibility of students to ensure that their attendance is recorded either via electronic means or via an attendance register. Attendance in online courses is recorded through digital means. Further information can be found [here](#)

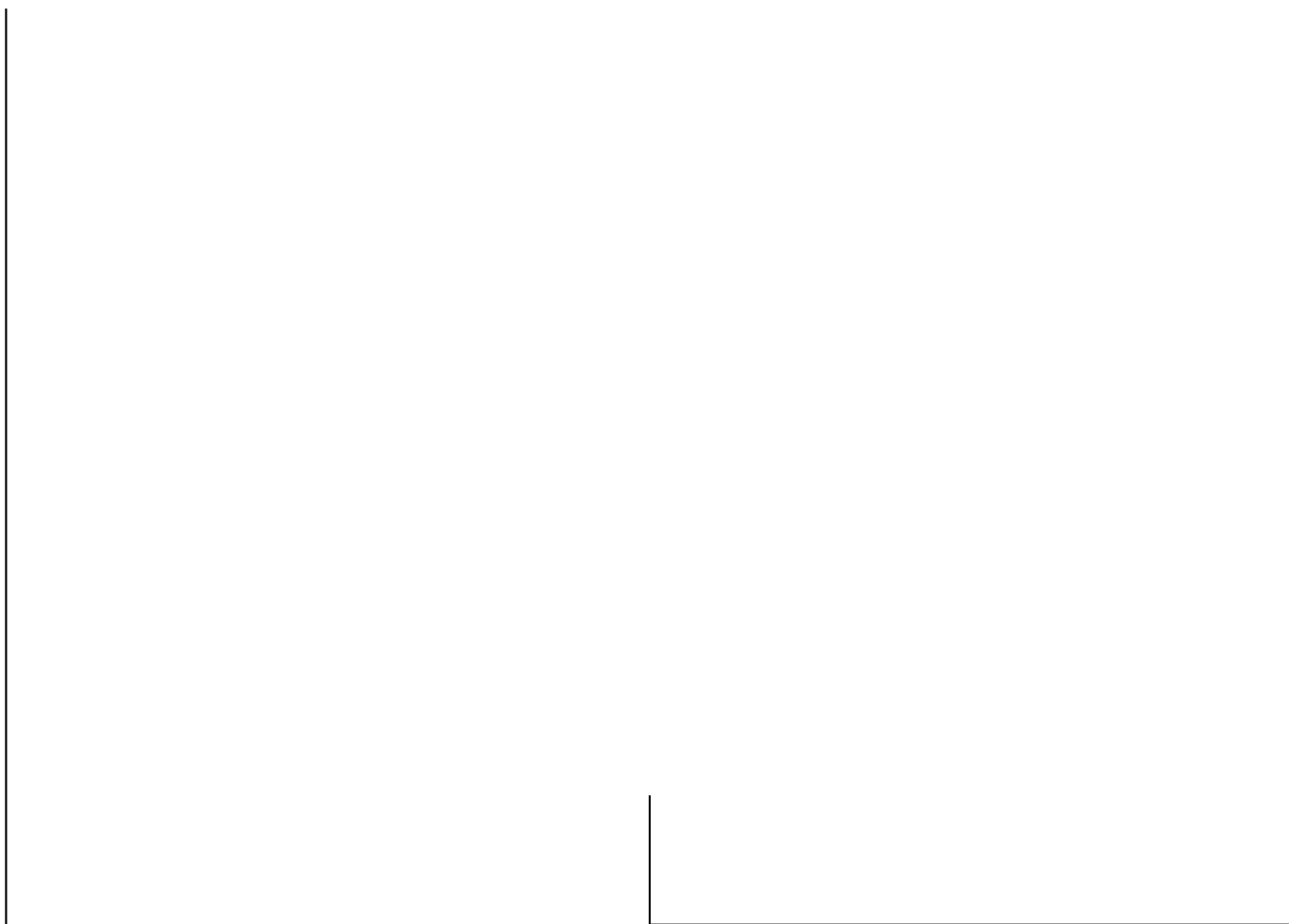
Course Schedule

[View class timetable](#)

Timetable

Date/Module	Type	Content
1	Lecture	Introduction to drama in secondary schools <ul style="list-style-type: none">• 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 e.g. Stages, Electives etc. and outcomes based education• Using the key components of the 7-10 Drama Syllabus such as





Resources

Prescribed Resources

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

Causen Mathew, Centre Stage, 3rd Edition, Cengage, 2016

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

Compulsory Weekly Reading, outlined weekly in the Course Outline

Compulsory Syllabus Documents

[Drama Syllabus documents](#) purchase hardcopies from the UNSW Bookshop on campus

Professional websites for Drama teachers

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

New South Wales Education Standards Authority. NESA decides what it writes the syllabuses and the examinations. The main function of the website is to keep teachers and parents informed about syllabus development, examination information and to provide useful reference material, links to various related sites and an annotated list of resources for the syllabus and to Drama teaching.

Professional Associations

Drama NSW, P.O. Box 872 Leichardt, 2040 www.dramansw.com.au

Further Reading

Attwood, B. (2015) *Unsettling the truth about Aboriginal Australia* Crows Nest.

NESA NSW. (2003, 1999) *Stage Drama 5, 6 Syllabus* <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus>

Buckingham, D M (2003) *Education: Literacy, Learning and Community* Blackwell Press

Carroll, J. (2008). *Mediated performance: Video production in the English classroom*. Manuel, J and Hughes, J (Eds) *The English Classroom*. Oxford University Press

Carroll, J, Anderson, M and Carroll, P, (Eds) (2006) *Drama, education and the classroom*. Kenton Books.

Cope, B and Kalantzis, M M (Eds) (2000) *Literacy learning and the design of learning environments*. Macmillan

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment, please telephone External Support on 9385 3331 or email them on external@tel. Hours are 8:00am - 10:00pm on weekdays and 9:00am - 5:00pm on weekends. If you are unable to submit your assignment due to a fault with Turnitin, you must retain your ticket number from External Support (along with any screenshots) and include this as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone you will not. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either the Turnitin system or the assignment submission page. In instances where this is not possible, it will be stated on the assignment brief.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own in various forms, from deliberate cheating to accidentally copying from a source.

UNSW groups plagiarism into the following categories:

Copying using the same or very similar words to the original text or idea without using quotation marks or a source or using quotation marks. This includes copying materials, ideas,

Academic Information

Due to evolving advice by NSW Health, students must check for updates to learning for all Arts, Design and Architecture courses this term (via M provided.)

For essential student information relating to: