



**UNSW**  
SYDNEY

**Arts & Social Sciences**

School of Education

**EDST6701**  
**Drama Method 1**

**Semester 1, 2018**

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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 and Gadigal 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  
EDST 6701 Drama Method 1 (6 units of credit)  
Semester 1, 2018

## 2. STAFF CONTACT DETAILS

Course Coordinator: Tiffany Crittle  
Office Location: John Goodsell LG19  
Email: [t.crittle@unsw.edu.au](mailto:t.crittle@unsw.edu.au)  
Availability: Please email to arrange an appointment

## 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_S1.html">http://classutil.unsw.edu.au/EDST_S1.html</a>

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### *Summary of Course*

This course is designed to increase a student's pedagogical content knowledge for drama teaching in secondary schools. It acknowledges the practical, reflexive, reflective and theoretical aspects of drama pedagogy through an in depth study of the Drama 7-10 Syllabus and the Drama Stage 6 Syllabus. The key elements of pedagogy and drama content knowledge, especially the core content of improvisation and play-building, are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice through planning and programming for addressing the requirements and philosophy of these NSW Drama syllabuses as a priority for teaching in NSW, as well as the Australian Curriculum: The Arts to gain a national perspective.

### *The main ways in which the course has changed since last time as a result of student feedback*

- The course has been rewritten to incorporate assessment tasks which are standardized over all Method Courses. This is in alignment with student feedback that the tasks were too onerous.
- Course content has been adjusted to prepare students for updated assessment tasks.

**Assessment:** Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, attendance at less than 80% of classes in a course may result in failure.

### *Student Learning Outcomes*

Outcome	
1	Identify foundational aspects and structure of the NSW Board of Studies Drama Syllabus and the depth of subject knowledge required to implement the syllabus
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities
5	Design and evaluate formative assessment strategies and use assessment information to improve learning
6	Practice the ethical and professional values expected of teachers

### *AITSL Professional Graduate Teaching Standards*

Standard	
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Organise content into an effective learning and teaching sequence
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.1	Set learning goals that provide achievable challenges for students of varying characteristics
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies
3.3	Include a range of teaching strategies
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
6.2	Understand the relevant and appropriate sources of professional learning for teachers
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

Priority area	
Aboriginal and Torres Strait Islander Education	A1, 2, 3, 4, 5, 6, 8,11
Classroom Management	B1, 2, 3, 5, 6, 8, 9
Information and Communication Technologies	C1, 2, 3, 4, 5, 6, 7, 8, 10,11,12,13
Literacy and Numeracy	D1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Students with Special Educational Needs	E1, 2, 3, 6, 7, 8
Teaching Students from Non-English Speaking Backgrounds	F1, 2, 3, 4, 5, 6, 7, 9

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop each student's ability to teach Drama effectively to secondary school students with an emphasis on the NSW Drama curriculum. During the course, students will develop their knowledge of the New South Wales syllabus documents for stages 4, 5 and 6. Lectures, tutorials and assignments will explore current practices in drama teaching and develop in students, the skills and knowledge required to teach drama effectively to a variety of students. Teaching in this course will be both theoretical and experiential. Emphasis will be given to viewing Drama as an art form with a discrete body of knowledge including conventions, history, skills and methods of working and the role and value of Drama in the curriculum and the community.

Student centered activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

#### 5. TEACHING STRATEGIES

- Pair, small-group and large-group cooperative learning experiences, to understand the importance of collaboration in an educational drama context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Explicit teaching, including lectures, to demonstrate different approaches to learning, the mandatory components of the drama curriculum and the use of a range of teaching strategies to foster interest and support learning
- A range of drama specific workshops which model experiential learning through enactment when teaching theoretical components of the course
- Collaborative projects which mirror those in the Drama Syllabus, Year 7-10 and in the Stage 6 Drama Syllabus, for example play-building in Years 7-10 and the Group Presentation in the HSC Course
- Viewing student samples of work and simulated marking experience especially of Year 9 Play-building, 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 stage 4, 5 and 6
- Structured occasions for reflections on learning, encouraging critical reflection and improved teaching practice. Also, these allow students opportunities to demonstrate their capacity to

communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content

- Extensive opportunities for whole group and small group dialogue and discussion, allowing students to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and show knowledge and understanding of method content
- Online learning from readings on the Moodle website
- Peer teaching in a simulated classroom setting

## 6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic
1	<p><b>Introduction to drama in secondary school</b></p> <ul style="list-style-type: none"> <li>• studying drama; a rationale for drama in NSW schools</li> <li>• knowing the structure of the NSW Curriculum – aim, objectives and outcomes</li> <li>• understanding the place of drama in the curriculum; school structures e.g. KLA's, Stages, Electives etc. and outcomes based education</li> <li>• using the key components of the Years 7-10 Drama Syllabus such as</li> <li>• drama practices; making, performing and appreciating</li> <li>• elements of drama – what are they and why are they important?</li> <li>• drama contexts – play-building as the mandated form; dramatic forms and performance styles</li> </ul> <p><b>NATIONAL PRIORITIES:</b>  <b>A1</b>  <b>B1, 2, 3, 5</b>  <b>C1, 2</b>  <b>D1, 3, 7, 8, 9, 10, 11, 12</b>  <b>E2</b>  <b>F1, 3</b></p>	<ul style="list-style-type: none"> <li>• exploring the collaborative process; group and ensemble work – how drama is taught in the classroom through experiential pedagogies</li> <li>• 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.)</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <i>Years 7-10 Drama Syllabus</i>, pages 1 to 16 (June 2003).</li> <li>• Ensemble Play-building, in <i>Living drama</i>,</li> </ul> <p><b>Task for next week</b></p> <ul style="list-style-type: none"> <li>• <i>Write up directions for a warm-up game (Resources; Living Drama, Theatre Sports, Games for Actors &amp; Non-actors)</i></li> </ul>
2	<p><b>Scope and sequence in Years 7-10</b></p> <ul style="list-style-type: none"> <li>• Advice on Programming and Assessment Document (OBOS) – looking at the way a drama program is written in the BOS document</li> <li>• teaching essential and additional content in lesson sequences</li> <li>• converting syllabus material into units of work and looking at sample lesson sequences in stages 4 and 5</li> <li>• understanding and planning Scope and Sequence – devise and evaluate samples</li> <li>• teaching essential content; dramatic contexts – <b>play-building</b>; the core of the junior curriculum</li> <li>• Aboriginal and Torres Strait Islander content in junior programming</li> </ul> <p><b>NATIONAL PRIORITIES:</b>  <b>A1, 2</b>  <b>B 1, 2, 3, 5</b>  <b>C1, 3, 4, 12</b>  <b>D1, 3, 5, 7, 9, 10, 11, 12, 17, 18, 19</b></p>	<ul style="list-style-type: none"> <li>• Stage 4/5 Scope and Sequence – looking at examples</li> <li>• elements of drama – script work and traditional scene structures – students use traditional techniques to structure drama works</li> <li>• (writing outcomes for units after participating in the activities)</li> <li>• practices: making – a range of making activities, improvisation and play-building, the basis for the junior curriculum</li> <li>• allocation of texts for Microteaching assignment and groups for Assessment</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Advice on Programming and Assessment – Scope and Sequence, pages 10-17</li> <li>• 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</li> </ul> <p><b>Task for next week</b></p> <ul style="list-style-type: none"> <li>• Log notes from 'Young at Art'</li> </ul>

	<p>E1, 2, 3 F1, 4, 7</p>	
3	<p><b>How to Assess Play-building in Stage 5</b></p> <ul style="list-style-type: none"> <li>assessment of play-building – film examples and simulated marking Year 9 work samples</li> <li>understanding weightings, marking guidelines, marking criteria and feedback</li> <li>assessment <i>for learning</i> and assessment of <i>learning</i> definitions and examples.</li> </ul> <p><b>NATIONAL PRIORITIES:</b>  <b>B1, 2,3,5</b>  <b>C1, 2,3,4,5,7,8,10,12</b>  <b>D13, 14, 18</b>  <b>E1, 3</b>  <b>F 5, 7, 9</b></p>	<ul style="list-style-type: none"> <li>elements of drama – script work and non-traditional scene structures – students use non-traditional techniques to structure drama works</li> <li>(writing outcomes for units after participating in the activities)</li> <li>ICT in play-building</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Young at Art, Chapter 2 - Teaching and learning issues plus any one unit of work from Chapter 5 - Level 2: intermediate play builders</li> <li>Advice on Programming and Assessment - Play-building unit, pages 20-31</li> </ul> <p><b>Tasks for next week</b></p> <ul style="list-style-type: none"> <li>Write an assessment task for Year 10 play-building in your logbook. Include all details such as weighting, marking criteria etc.</li> </ul>
4	<p><b>Different Styles of Play-building in Stage 5</b></p> <ul style="list-style-type: none"> <li>assessment of play-building – film examples and simulated marking Year 10 work samples</li> <li>understanding weightings, marking guidelines, marking criteria and feedback</li> <li>What different styles of play building can you use?</li> </ul> <p><b>NATIONAL PRIORITIES:</b>  <b>B5, 7</b>  <b>C3, 4, 5,13</b>  <b>D13, 14, 18</b>  <b>E 1,3</b>  <b>F 5, 7, 9</b></p>	<p>Playbuilding experiences</p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Transitions in Drama, Errol Bray, Play-building, pages 37 - 46</li> <li>Young at Art, Chapter 8 - Working with narrative</li> <li>Bruce Burton, Living Drama, Australian Drama,</li> </ul> <p><b>Tasks for next week</b></p> <ul style="list-style-type: none"> <li>Finish review of play-building for assessment.</li> </ul>
5 26 Mar – 30 Mar	<p><b>Stage 4 and 5 – Dramatic Contexts</b></p> <ul style="list-style-type: none"> <li>What is a Dramatic Context in Drama</li> <li>How do you teach them?</li> <li>How would you sequence a unit of work on a dramatic context</li> <li>What is an appropriate activity for your micro teaching</li> </ul> <p><b>NATIONAL PRIORITIES:</b>  <b>A1, 2, 3,5,6</b>  <b>B1,3</b>  <b>C3, 4, 8</b>  <b>D13, 14,16,18</b></p>	<ul style="list-style-type: none"> <li>exploring different types of playbuilding such as Verbatim <ul style="list-style-type: none"> <li>What will you do your micro teaching on?</li> <li><b>Lesson Demonstration – A Dramatic Context</b></li> </ul> </li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Bruce Burton, Living Drama, Theatrical traditions, Mathew Clausen: Centre Stage ( See reading List)</li> </ul>



	E6 F3, 6	
<b>Mid-Semester Break</b>		
6 9 Apr – 13 Apr	<b>The Drama Essay</b> <ul style="list-style-type: none"> <li>• How is the Drama Essay different to the English Essay</li> <li>• How to Scaffold a Drama Paragraph</li> <li>• How to write about experiential material</li> </ul> <b>NATIONAL PRIORITIES:</b> <b>B1, 2,4, 6,8</b> <b>C3, 4, 11</b> <b>D13, 14, 18 ,19</b> <b>E7, 8</b> <b>F5 ,6, 7</b>	Lesson plan preparation for micro- teaching with feedback from tutor  <b>Reading</b> <ul style="list-style-type: none"> <li>• Bruce Burton, Living Drama, (See Reading List)</li> <li>• Mathew Clausen: Centre Stage (See reading List)</li> </ul>
7 16 Apr – 20 Apr	<b>NO LECTURE –</b>	<ul style="list-style-type: none"> <li>• NO LECTURE</li> </ul>

<p>8 23 Apr – 27 Apr</p> <p>ANZAC Day Wed 25<sup>th</sup> April</p>	<p>Teaching Dramatic Context within the context of a production</p>	<ul style="list-style-type: none"> <li>• Micro-teaching – all students must be present</li> </ul>
<p>9 30 Apr – 4 May</p>	<p><b>Formative Assessment and Literacy in Drama</b></p> <ul style="list-style-type: none"> <li>• How to use formative assessment effectively in Drama</li> <li>• How to use formative assessment to enhance literacy in Drama</li> </ul> <p><b>NATIONAL PRIORITIES:</b> A1 B1, 2,3,5 C3, 4, 11 D1, 3, 7, 9, 10, 11, 12 E2 F1, 3</p>	<ul style="list-style-type: none"> <li>• Microteaching - all students must be present for every presentation</li> <li>•</li> </ul>
<p>10 7 May – 11 May</p>	<p><b>Dramatic Contexts – Theatre Design</b></p> <ul style="list-style-type: none"> <li>• Teaching theatre design in Stage 4 and 5</li> <li>• Script analysis for design</li> </ul> <p><b>NATIONAL PRIORITIES:</b> A1,8, 11 B1, 2,4,5,6,9 C1, 2, 3,4, 6, 7, 8, 9, 10, 11, 12 D1, 2, 3, 5 E1, 2, 3, 7, 8 F1, 3, 5, 7</p>	<ul style="list-style-type: none"> <li>• Microteaching - all students must be present for every presentation</li> <li>• CATEI Online Evaluation (if available)</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Bruce Burton, Living Drama, Theatrical traditions,</li> </ul>
<p>11 7 May – 11 May</p>	<p><b>Where to next? – How the Stage 5 Syllabus feeds into the Stage 6 Syllabus</b></p> <p><b>NATIONAL PRIORITIES:</b> A1,8, 11 B1, 2,4,5,6,9 C1, 2, 3,4, 6, 7, 8, 9, 10, 11, 12 D1, 2, 3, 5 E1, 2, 3, 7, 8 F1, 3, 5, 7</p>	<ul style="list-style-type: none"> <li>• Microteaching - all students must be present for every presentation (students who need to redo their micro teaching)</li> <li>• CATEI Online Evaluation (if available)</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Bruce Burton, Living Drama, Theatrical traditions, pages 103-155 and 171-212</li> </ul>

**PROFESSIONAL EXPERIENCE**

**June 4<sup>th</sup> – June 29<sup>th</sup> 2018**

## 7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
<b>Assessment 1a</b> Lesson Plan	2,000 words	40%	1, 2, 3,4,6	1.1, 1.2, 2.1, 3.1, 3.2, 3.4, 4.5, 5.3	A1, 3 B1, 2 C1, 3 D1, 8 E2, 3	Week 6 April 9 5pm
<b>Assessment 2</b> Unit Outline	3,500 words	60%	1,2,3,4,5,6	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.5, 5.1, 5.3, 5.4, 6.3	A1,2, 4, 5, 8, 11 B1, 2, 4,5,6,9 C1, 3, 4, 5, 6, 7, 8, 11, 13 D1, 2,3,5,7,9, 10, 11,12,14, 16, 18,19 E1, 6, 7, 8 F2, 3 4, 5, 6, 7, 9	Week 11 May 14 5pm
<b>Assessment 3</b> Microteaching	10 mins plus 4 minutes feedback time	U/S	3, 4, 6	1.1,1.2,1.3, 1.4 2.2, 2.3, 2.4 3.1, 3.2,3.3 4.1, 4.2, 4.3	B1, 2, 3, 5, 6, 8, 9 D1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	Weeks 8 to 11

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.*

## Assessment Details

### S1 Assessment 1 (2 000 wd eq, 40%)

Plan and design one 60-minute lesson for a mixed-ability Stage 4 or 5 class. The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?
2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

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

# NSW SCHOOL OF EDUCATION FEEDBACK SHEET EDST6701 DRAMA METHOD 1

Student Name: Student No.: Assessment Task 1

SPECIFIC CRITERIA	- (-) —————> (+)				
<b>Learning Goals</b>  Ability to identify a clear and appropriate learning goal  Ability to link this goal to appropriate syllabus outcomes	.	..	.		
<b>Lesson Sequence</b>  Ability to sequence and scaffold activities in a manner that would promote effective learning					
<b>Lesson strategies</b>  Learning strategies are appropriate for the Drama Class and for the topic	.	..	.		
<b>Differentiation Strategies</b>  Ability to incorporate appropriate differentiation strategies	.	..	.		
<b>Assessment Strategies</b>  Ability to incorporate appropriate assessment for learning strategies	.	..	.		
<b>Use of English</b>  Ability to use standard Australian English Clearly and Effectively	..	....	..		
GENERAL COMMENTS					

Lecturer **Tiffany Crittle** Recommended: /20 (FL PS CR DN HD)

Date Weighting: 40%

**NB:** The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

## S1 Assessment 2 (3 500 wd eq, 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 have to 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.

Student Name:

Student No.:

## Assessment Task 2

<b>SPECIFIC CRITERIA</b>	(-) (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Design effective, creative lesson sequences for a variety of Stage 5 students, (in sufficient detail to show knowledge and understanding of concepts and strategies, using key drama terms and concepts)</li> <li>• Use a variety of drama pedagogies appropriate to the material to be delivered</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Recognise and respect students' diverse social, ethnic, cultural and religious backgrounds and their effect on learning (explicit or implicit)</li> <li>• Devise specific strategies (activity or worksheet) for teaching: Aboriginal and Torres Strait Islander students and 1 other of the following; Students with Special Education Needs; Non-English Speaking Background students; Students with Challenging Behaviours</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature</b> <ul style="list-style-type: none"> <li>• Reference specific material, research and ideas presented in Drama Method, Combined Method and the Professional Experience lectures</li> <li>• Research and show evidence of reading the allocated text and topic</li> </ul>					
<b>Rationale</b> <ul style="list-style-type: none"> <li>• Justify your approach throughout and describe prior knowledge students have to begin this unit &amp; how it could be pre-tested</li> </ul>					
<b>Structure</b> <ul style="list-style-type: none"> <li>• Plan a logical, sequential, cohesive sequence of lessons</li> </ul>					
<b>Syllabus Links</b> <ul style="list-style-type: none"> <li>• State syllabus outcomes and specific learning goals for each lesson showing knowledge of the appropriate rubric</li> </ul>					
<b>Teaching Strategies</b> <ul style="list-style-type: none"> <li>• Devise a variety of dynamic teaching strategies for the topic to maximise student engagement</li> <li>• Incorporate relevant ICT, both as a teaching strategy and as a student skill to be acquired</li> <li>• Devise an appropriate worksheet, literacy strategies and questioning</li> <li>• Differentiate at least 1 lesson to cater for diverse learning approaches and needs</li> </ul>					
<b>Assessment</b> <ul style="list-style-type: none"> <li>• Devise an appropriate assessment task (using relevant documents)</li> <li>• Show understanding of formative assessment</li> </ul>					
<b>GENERAL COMMENTS</b>					

**DRAMA METHOD SEMESTER 1**  
**MICROTEACHING PRESENTATION**  
**HURDLE REQUIREMENT**

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 two components:

1. **The preparation of a lesson plan ( part of which will be the microteaching) which you will discuss with your tutor**
2. A 10 minute mini-lesson on the dramatic context that will form the subject of your work for assessment Task 2.

**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.**



**STUDENT TEACHER**

Name:	zID:	Date:
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Details	
Method	Topic/level

Standards	Comments
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<p><b>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</b></p> <ul style="list-style-type: none"> <li>• Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1)</li> <li>• Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)</li> <li>• Were relevant linguistic structures and features and literacy / numeracy knowledge and skills integrated into the lesson? (2.5.1)</li> <li>• Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1)</li> <li>• Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)</li> <li>• Were tasks required of students modelled and scaffolded? (2.1.1,3.3.1)</li> </ul>	
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<p><b>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</b></p> <ul style="list-style-type: none"> <li>• Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1)</li> <li>• Were instructions, explanations and questioning techniques effective? (3.3.1)</li> <li>• Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1)</li> <li>• Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)</li> </ul>	
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<p><b>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</b></p> <ul style="list-style-type: none"> <li>• Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)</li> <li>• Were activities well organised and direction clear? (4.2.2)</li> <li>• Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)</li> </ul>	
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<p><b>Comments:</b></p>          	
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Lecturer: \_\_\_\_\_ Date: \_\_\_\_\_ Satisfactory /Unsatisfactory (circle)

<b>Lecturer</b>	Tiffany Crittle	<b>Date</b>	
<b>Recommended:</b>	<b>/20 (FL PS CR DN HD)</b>	<b>Weighting:</b>	<b>50%</b>

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

## 8. RESOURCES

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

Burton, Bruce; *Living Drama*, 4th Edition, Pearson, ISBN 978-1-4425-3388-2

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*, June 1999

*Students can download these from the Board of Studies website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)*

or purchase hardcopies from the UNSW Bookshop on lower campus

### Professional websites for Drama teachers

[www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

The NSW Board of Studies. The BOS decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to Drama teaching.

### Professional Associations

Drama NSW, P.O. Box 872 Leichardt, 2040 Ph 9560 4966 [www.dramansw.org.au](http://www.dramansw.org.au)

### Further Reading

Attwood, B. (2005). *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.

Board of Studies NSW. (2003, 1999). *Drama Stages 4,5,6 Syllabuses*

<http://www.boardofstudies.nsw.edu.au/syllabus>

Board of Studies NSW *Education Resources: Mapping of Information and Communications*

*Technologies in Revised Mandatory Stages 4 and 5 Syllabuses*. Retrieved May 11, 2007

[http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/mapping\\_information.html](http://www.boardofstudies.nsw.edu.au/syllabus_sc/mapping_information.html)

Buckingham, D. (2003) *Media Education: Literacy, Learning and Contemporary Culture*. London: Polity Press

Carroll, J. (2008). "Mediated performance: Video production in the English Classroom" in Anderson, M, Manuel, J and Hughes, J (Eds.) *Drama in the English Classroom*. Melbourne: Oxford University Press.

Carroll, J, Anderson, M and Cameron, D. (2006). *Real Players? Drama, education and technology*. Stoke on Trent: Trentham Books.

Cope, B and Kalantzis, M. (Eds) (2000). *Multiliteracies: Literacy learning and the design of social futures*. Melbourne: Macmillan.

Friere, P. (1972). *The Pedagogy of the Oppressed*. Harmondsworth : Penguin

Greenwood, D.J and Levin, M (2005) "Reform of the Social sciences, and of Universities through Action Research" in Denzin, N.K and Lincoln, Y.S. (Eds.). *The Sage Handbook of Qualitative*

Heathcote, D., Johnson, L. & O'Neill, C. (1984). *Collected Writings on Education and Drama*. London:

Kolb, D.A. (1984). *Experiential Learning: experience as the source of learning and development*. New

Luke, A., Freebody, P. and Muspratt, S. (1997). *Constructing Critical Literacies: Teaching and Learning Textual Practice*. Aust: Allen & Unwin

New London Group. (1996). A Pedagogy of Multiliteracies: Designing Social Futures. *Harvard Educational Review*. 66(1), 60-92

O'Neill, C. (1995). *Drama Worlds: A Framework for Process Drama*. Portsmouth NH: Heinemann

Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.