

## 460-566 Learning Area Drama 2

<b>Credit Points:</b>	12.500
<b>Level:</b>	Graduate/Postgraduate
<b>Dates &amp; Locations:</b>	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus. Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours
<b>Prerequisites:</b>	460-565 Learning Area Drama 1
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Jane Bird
<b>Subject Overview:</b>	<p>This subject focuses on the design, implementation and evaluation of drama education in secondary school communities. Teacher candidates will further their understanding of drama as an arts discipline and as a pedagogy through practical application and reflective practice. The subject will examine a range of purposes for drama within contemporary education. Topics will include: techniques and resources for teaching drama and theatre studies curriculum in secondary schools; drama and interdisciplinary curriculum planning and implementation; applying theatre technologies, new media and stagecraft; investigating drama teaching and learning through reflective practice. Teacher candidates will plan, implement, evaluate and reflect on the drama curriculum in a range of contexts. They will undertake team teaching, an action research project and class presentations.</p>
<b>Assessment:</b>	<p>There are 3 assessment tasks: An action research/reflective practice project, including a written report and a class presentation (2000 words equivalent) due end of semester (50%) A drama teaching portfolio (1500 words) due end of semester (37.5%) A team teaching class presentation (500 words equivalent) due mid semester (12.5%)</p>
<b>Prescribed Texts:</b>	VCE Drama and Theatre Studies study designs Collection of readings
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># Design, implement and evaluate drama learning activities;</li> <li># Develop resources and pedagogical techniques for teaching and assessing drama in secondary schools;</li> <li># Facilitate student learning in VCE Drama and Theatre Studies;</li> <li># Use the developing skills of a reflective practitioner.</li> </ul>

	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"><li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes.</li><li># Be flexible and able to adapt to change through knowing how to learn;</li><li># Understand the significance of developing their practice on the basis of research evidence;</li><li># Work in teams with skills in cooperation, communication and negotiation;</li><li># Be independent of mind, responsible, resilient, self-regulating;</li><li># Have a conscious personal and social values base.</li></ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary) Master of Teaching (Secondary)