

EDUC90436 Learning Area Drama 2

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Parkville, On Campus						
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.						
Prerequisites:	You must have successfully completed the following subject/s prior to enrolling in this subject <table border="1" data-bbox="387 607 1485 752"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90435 Learning Area Drama 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90435 Learning Area Drama 1	February	12.50
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EDUC90435 Learning Area Drama 1	February	12.50					
Corequisites:	None						
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit website: Hhttp://www.services.unimelb.edu.au/disability/H						
Coordinator:	Ms Jane Bird						
Contact:	Education Student Centre						
Subject Overview:	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.						
Objectives:	On completion of this subject, teacher candidates will be able to: <ul style="list-style-type: none"> # Design, implement and evaluate drama learning activities; # Develop resources and pedagogical techniques for teaching and assessing drama in secondary schools; # Facilitate student learning in VCE Drama and Theatre Studies; # Use the developing skills of a reflective practitioner. 						
Assessment:	There are 2 assessment tasks: An action research/reflective practice project, including a written report and a class presentation (3,000 words equivalent) due end of semester (75 per cent) A team teaching class presentation (1,000 words equivalent) due mid semester (25 per cent)						
Prescribed Texts:	VCE Drama and Theatre Studies study designs Collection of readings						

Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<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"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes. # Be flexible and able to adapt to change through knowing how to learn; # Understand the significance of developing their practice on the basis of research evidence; # Work in teams with skills in cooperation, communication and negotiation; # Be independent of mind, responsible, resilient, self-regulating; # Have a conscious personal and social values base.
Related Course(s):	<p>Master of Teaching (Secondary) Master of Teaching (Secondary)</p>