

EDUC90436 Learning Area Drama 2

| Credit Points: | 12.50 | | | | | | |
|--|---|----------------|----------------------------|----------------|---------------------------------|----------|-------|
| Level: | 9 (Graduate/Postgraduate) | | | | | | |
| Dates & Locations: | This subject is not offered in 2014. | | | | | | |
| 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: | <table border="1"> <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 |
| Subject | Study Period Commencement: | Credit Points: | | | | | |
| 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 websiteH: Hhttp://www.services.unimelb.edu.au/disability/H | | | | | | |
| Contact: | Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352) | | | | | | |
| 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, a curriculum plan and a reflective practice research project. | | | | | | |
| Learning Outcomes: | <p>On completion of this subject, teacher candidates will be able to:</p> <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. <p>The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:</p> <ul style="list-style-type: none"> 1.2 Understanding how students learn 2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organisation 2.3 Curriculum, assessment and reporting 3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies | | | | | | |

| | |
|---------------------------|---|
| | <p>3.4 Select and use resources 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching programs 4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety 5.1 Assess student learning 6.2 Engage in professional learning and improve practice 6.4 Apply professional learning and improve student learning</p> |
| Assessment: | <p>There are 2 assessment tasks, both tasks must be passed: A reflective practice project, including a curriculum unit and a written report (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) There is one hurdle requirement: Solo performance task - students are required to construct and perform a short solo performance. The individual performance is to be no longer than 3 minutes and is to be based on a prescribed structure allocated to each student in class. The prescribed structure is taken from a VCE Drama performance examination paper in order to equate the experience of the undertaking this task in VCE. The piece does not have to be scripted or well rehearsed but it must be performed to the rest of the students in the subject as part of a workshop investigating the nature of performance examinations, teaching and assessment.</p> |
| 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 the completion of this course graduates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Understand Secondary education as part of a spectrum of learning and development, linked to primary schooling and to post-schooling outcomes of further study and/or employment. # Develop in-depth knowledge of the complexity and diversity of primary students' learning and development # Be expert in the disciplines they teach and committed to continual updating of their discipline knowledge; # Be able to intelligently and creatively plan, implement and critique mandated curriculum. # Be able to use data to identify and address the learning needs and capacities of individual students # Be able to intentionally draw on a range of teaching practices to extend individual student's learning and development # Shape and deliver responsive and inclusive curricula. # Be a self-reflective teacher who can work constructively and innovatively through relationships with parents, colleagues and the community across a range of contexts. |
| Related Course(s): | <p>Master of Teaching (Secondary) Master of Teaching (Secondary)</p> |