



School of Education

EDST6701
Drama Method 1

Term 1, 2019

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website,

application in teaching areas

2.6.1 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Play-building in Stage 5

- Setting challenging learning goals in lesson

	<ul style="list-style-type: none">• Providing clear directions	present
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Mid-Semester Break

Dramatic Context Theatre Design

- Teaching theatre design in Stage 4 and 5
- Script analysis for design
- Appropriate selection of ICT resources to support learning

7. 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

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
Assessment 1a Lesson Plan	2,000 words	40%	1,3,4,5,6	1.1.1, 1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1	A.4, 7 C. 1, 3, 4, 5 D1.3, 3, 4, 5, 8, 9, 10 F..4	29 March 5pm
Assessment 2 Unit Outline	3,500 words	60%	1,2,3,4,5,6	1.2.1, 1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.4.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 6.3.1	A. 2, 5 C.6, 10, 12 D. 11, 12, 18, 19 E. 7 F.5	May 10 5pm
Assessment 3 Microteaching	60 minute lesson	U/S	1,3,4,5,6	1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 4.2.1, 6.3.1	B.1 D, 1, 5 F.4	Weeks 7 to 10

Submission of assessments

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 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. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

S1 Assessment 1 (2,000 words, 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
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FEEDBACK SHEET
EDST6701 DRAMA METHOD 1

Student Name:

Student No.:

Assessment Task 1

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6701 DRAMA METHOD 1

Student Name:

Student No.:

Assessment Task 2

SPECIFIC CRITERIA	(-)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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) • Use a variety of drama pedagogies appropriate to the material to be delivered 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Recognise and respect students' diverse social, ethnic, cultural and religious backgrounds and their effect on learning (explicit or implicit) • 					

STUDENT TEACHER

Name:	zID:	Date:
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Details		
Method	Topic/level	

Standards	Comments
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- A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)**
- 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)
 - Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)
 - Were relevant linguistic structures and features and literacy / numeracy knowledge and skills integrated into the lesson? (2.5.1)
 - 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)
 - Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)
 - Were tasks required of students modelled and scaffolded? (2.1.1,3.3.1)

- B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)**
- 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)
 - Were instructions, explanations and questioning techniques effective? (3.3.1)
 - 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? (3.3.1)
 - Was students' understanding continually