Unit Outline
UNIT TITLE: Teaching and Curriculum (Drama)

UNIT DESCRIPTION
A major function of the arts in society is to recreate and synthesise experience. Drama is one of the oldest art forms known and appears to have its origins in the impulse to imitate, symbolise and ritualise experiences in an attempt to understand and control them. Drama is a unique way for students to blend intellectual and emotional experience in order to define their identity in the context of their immediate surroundings and of the broader society. Its role is to provide both a medium of celebration and of social criticism. (Senior Drama Syllabus, Qld. B.O.S.S.S.S 1993)

RATIONALE
This course is designed to meet the following aims of the drama major in the Graduate Diploma of Education (Secondary/Drama) by providing support and assistance to teacher associates by:

- providing opportunities to further explore dramatic action through workshopping and other associated professional development.
- providing support with drama resources and introducing teacher associates to new or to existing teaching books videos periodicals, etc.
- to provide support and guidance to T/A in their school setting in planning lessons and in selecting appropriate and challenging teaching material.
- to familiarise T/A with the Queensland Studies Authority requirements, policy and syllabi. Additionally when possible, visits to schools will be arranged in an effort to give students first hand knowledge of the varying practice of drama teachers in junior and secondary school drama classrooms.
LEARNING OUTCOMES

By the conclusion of the course, teacher associates should be able to:

**FORMING**
- manage and manipulate the elements of drama to create and shape dramatic action within university workshops and school classroom situations.
- explore, analyse and shape dramatic text.

**PRESENTING**
- interpret a range of dramatic styles within the university classroom for application in the drama classroom.
- use the elements of drama to present dramatic action.

**RESPONDING**
- demonstrate an understanding of the elements of drama in both pedagogical theory and practice.
- identify and analyse ways drama can be used to explore the appropriate social and cultural context of drama
- identify and analyse the content of drama.
- identify and analyse forms, structures and styles of drama.
- synthesise understandings of form, content and context.
- evaluate form and content in drama education.
- engage in the aesthetic of drama

**CONTENT**

Topics will include:
- the nature of educational drama
- educational drama and its background
- The importance of studying educational drama
- explicit and implicit values in the curriculum
- current educational development in relation to educational drama
- the relevant syllabus documents
• the relevant conceptual strands in the Senior and Junior syllabi
• learning styles and their accommodation in the teaching of educational drama
• education theory in relation to critical thinking and educational drama.

THE ASSESSMENT PROCESS
During your year with me as a teacher associate, you will be expected to complete a number of assessment items, for which you will be allocated a percentage weighting.

(a) A 1000 word critical analysis of McLean’s ‘Aesthetic Framework’ Monograph. 25% (1000 words) (Semester One – See detail)

(b) A seminar/microteaching presentation of any area of drama teaching in the junior or secondary sector that interests you. This presentation should clearly outline how the area might be implemented in the drama classroom and should culminate in an activity that the teacher associate peer class can participate in. You should provide a handout for your peers. (30 minutes duration) 15% (Semester One – See detail)

(c) A prepared drama unit to be used in the last school block. This unit should include tasks and criteria sheets. (length should be negotiated with the lecturer) 40% (Semester Two – See detail)

(d) A weekly (over four weeks) reflection Portfolio of academic articles on educational drama praxis to be presented in class over a period of four weeks. There is no written requirement as such for this assessment but you will need to understand the pedagogical and theoretical dimensions of the article and be able to discuss these clearly and comprehensively with your peers in class. You will need to hand in all the articles to

7
your lecturer by the end of each semester. **20% (10% over Semesters One and Two)**

**THE ASSESSMENT PROCESS DETAILED ???**

**ARTICLE PORTFOLIO 20% (10% over two semesters)**

Over four weeks in both Semesters 1 and 2, beginning in Week 2 (Semester 1), each student will lead a five minute discussion on a professional academic article that explores some area of educational drama praxis and research. Students should strive to identify the key underlying arguments or points of view of the article and be able to make scholarly and critical comments that will help lead the others in a discussion on the selected topic or area. You do not have to hand in a written reflection as such but should keep the articles in a portfolio for marking and comment by your lecturer. You should make spare copies of the article to give to your peers and your lecturer.

**CRITICAL ANALYSIS: 'An Aesthetic Framework: Issues and Implications.' Judith McLean. 25%.

**DUE DATE: WEEK 8 (SEMESTER 1)**

You are to critically reflect on McLean’s Monograph addressing the conceptual framework, which underpins her arguments and recommendations, and how this in turn affects your future practice as a drama educator. You need to display a thorough understanding of the issues involved including the philosophical and ideological perspective’s in which the work is grounded. You should strive to analysis the following:

- What are the key epistemological and pedagogical perspectives that inform McLean’s arguments?
- What are the key elements of the framework as identified by McLean?
- How can these be implemented into the drama classroom?
- Why are these important to the beginning drama practitioner?

**WORD LENGTH: 1000 WORDS**

**MICROTEACHING . 15%**

**DUE DATE: WEEKS 3, 4, 5 & 6. SEMESTER 1.**

You are to present to your peers a seminar/microteaching presentation of any area of
drama teaching in the junior or secondary sector that interests you. This presentation should clearly outline how the area might be implemented in the drama classroom and should culminate in an activity that the teacher associate class can participate in. (30 minutes duration). Your presentation time constraint will allow you to do one or two activities with your peers rather than the whole lesson but you should prepare a lesson from beginning to end that demonstrates precise and clear warm up activities, lesson content and reflection/debrief. You should provide a professional handout of the selected activity that your peers can use as a resource in the drama classroom.

DRAMA UNIT FOR MIDDLE SCHOOLING

DUE DATE: WEEK 7 (SEMESTER 2) 40%

LENGTH: Please discuss this with your lecturer.

Students are to design a drama unit based on the theme ‘Medieval’. This year, units will be part of a wider teaching grant to produce a web site on the McAuley Medieval Fayre. The units will act as important resource material for teachers in the middle school sector. The unit must run over four weeks and include three 75 minutes lessons per week. Your unit MUST incorporate the following elements:

* learning outcomes of unit
* length of unit
* student learning experiences and teaching strategies
* assessment of unit
* criteria sheets/tasks sheets
* resources and references used

The unit should be handed in to the lecturer by the due date. You should note the following:

* You should hand in a hard copy of the unit in a folder
* You should send an electronic version saved in Rich Text Format (MS Word) to my email. This will be posted on the TALES project website as school resource material so it must be of professional standard.
Due dates have been selected with care to suit both you and the lecturer's time demands. However, please feel free to come and negotiate about the dates if times are particularly stressful or discuss any problems you may be having with getting work handed in on time.

REQUIRED TEXTS


Queensland Studies Authority. (2001). *Senior Syllabus. (Drama)*. Available at bookshop.

Various curriculum reading matter to be purchased at bookshop.

SUGGESTED READING:


**JOURNALS**

*Australasian Drama Studies*, Queensland University Press (quarterly).

*Drama in Education: the NADIE Journal*, The National Association for Drama in Education. (bi-annual) Now known as N.J.

*Lowdown*, Journal of the Australian Youth Performing Arts Association. (quarterly)

*QADIE SAYS*, Queensland Association for Drama in Education. (bi-annual)

ADEM (The Australian Drama Education Magazine)

WEB SITES

DRAMA QUEENSLAND www.qadie.org.au
IDEA www.idea-into.org.au
DRAMA EDUCATION: A GLOBAL PERSPECTIVE Learning in, with and through Drama - http://members.iinet.net.au/~kimbo2
RESEARCH IN DRAMA EDUCATION JOURNAL - http://www.tandf.co.uk/journals/carfax/13569783.html
A well established international, refereed journal aimed at those interested in drama and theatre conducted in educational contexts.
IDEA - http://www.idea-info.org/

ATTENDANCE

University Academic Regulations state that:
Attendance at scheduled lectures and classes is expected. It is compulsory to attend classes so designated in Unit Outlines.
In this unit, it is compulsory to attend all lectures and workshops/tutorials. If you are absent for more
than 10% of the timetabled hours you may not have fulfilled the requirements for satisfactory completion of the unit.

SUPPORT FOR STUDENT LEARNING

Available Support

Students who are experiencing difficulties with learning, life issues, pastoral/spiritual concerns or have a disability/medical condition which may impact on their studies, are advised to use the professional help that is available through the University resources.

The following advisers are available to assist students:

*Academic Skills Advisers*
- Ms. Ann Majkut  Ph. 3623 7174
- Ms. Margaret Bardon  Ph. 3623 7439

*Counsellors*
- Mr. Tim Baxter  Ph. 3623 7237
- Ms. Carolyn Toonan  Ph. 3623 7377

*Campus Ministry*
- Mr. Andrew Beiers  Ph. 3623 7172
- Mr. Eric Robinson  Ph. 3623 7250

*Disability Adviser*
- Michelle Pearlman  Ph. 3623 7248

EXTENSION FOR ASSIGNMENTS

A student may apply to the Lecturer-in-Charge for an extension to the submission date of an assignment. Requests for extension shall be made on or before the due date for submission, and must demonstrate exceptional circumstances which warrant the granting of an extension.

Assignments submitted after the due or extended date will incur a 10% penalty of the maximum marks available for that assignment. Assignments received more than three calendar days after the due or extended date will not be allocated a mark.

All students should acquaint themselves with the Academic Regulations. The regulations can be found in the Faculty Handbook which is online at:
WEEK | TOPIC
---|---
1 | Drama advocacy. What is educational drama?
2 | Dimensions of/Elements of educational drama
3 | Aesthetic learning in educational drama
4 | Syllabus analysis. Junior syllabus.
5 | Syllabus analysis. Introduction to process drama
6 | Planning the drama lesson/School visit
7 | Planning the drama lesson/School visit
8 | Preparing for FXP

**FXP (5 WEEKS)**

**SEMESTER TWO**

1 | Focus on unit planning. Shakespeare. Brecht.
2 | Focus on unit planning. Australian drama/Playbuilding.

**FXP (6 WEEKS)**

3 | Focus on unit planning. Commedia and Clowning.
4 | *School visit*
5 | School visit.
6 | Focus on unit planning. Dramaturgy/the student as critic/director/playwright
7 | Moderation and Verification and the teaching and marking of drama.
The first few weeks are somewhat overwhelming - here are some things you are required to do in Drama Education to get things started.

* Begin observing as soon as you get into your partnership school (see end notes to give you ideas about observation in the drama classroom). Without being intrusive, find out about your teacher's drama program, drama timetable, and drama resources in your partnership school.

* Try to include yourself, whenever possible, (and with your teacher's permission and guidance) in workshop activity. You need to establish a relationship with the students you are to work with and this is a good way to do it. Listen, observe, and make notes, so you begin to build up a picture of the students you will be dealing with, their needs, strengths and weaknesses.

* Read and reflect on any readings given in campus time - these readings are important because they provide insight into drama education as well as interesting food for thought about drama processes and teaching strategies. **READ FOR YOUR SELF - VERY IMPORTANT.**

* Join Drama Queensland.

* Purchase Senior Drama Syllabus from the Queensland Studies Authority and Arts Syllabus from the bookshop.
Whenever you are in your partnership school, you have the wonderful opportunity of saturating yourself with stimuli for your own creative drama lesson planning. The supervising teacher is experienced and offers you ample opportunity to learn strategies and techniques for providing your students with stimulating and effective drama lessons. The key elements to learning are listening, watching, questioning, and experimenting until you find the right answers or the right path to take. The following ideas will help you make you time in your classroom more effective and productive.

* What are the elements of drama being explored in the lesson. How does the teacher introduce these in the warm-up and the body of the lesson structure?
* How does the teacher organise the lesson in terms of space and grouping?
* How does the teacher distribute resources or encourage students to create their own resources?
* How does the teacher use voice, language, body language and facial expression to activate students into learning?
* How does the teacher deal with discipline problems or alternatively, how does offer positive encouragement and praise?
* How does the teacher end the lesson/offer reflection time/debrief the lesson?
* How does the teacher greet and dismiss the students?
* How does the teacher handle class time interruptions?
These questions will give you a springboard to begin effective observation techniques. Remember, do not be a passive body in the classroom. Challenge yourself and strive for understanding and excellence in your work and those nerves will be a little less every time you stand up in front of that seas of faces!

Good Luck!