



School of Education

EDST6731
Drama Method 2

Term 2 2021

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST6731 Drama Method 2 (6 units of credit)
Term 2 2021

2. STAFF CONTACT DETAILS

Course Coordinator (s): Tiffany Crittle
Email: t.crittles@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	Drama Method 2
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html#EDST6731T2C

STUDENT LEARNING OUTCOMES

Outcome

- 1 Identify essential elements of the NESAs Drama Syllabus, and strategies to support students as they transition between stages
- 2 Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented

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Module	Lecture Topic	Tutorial Topic
4	Students will be introduced to the different Individual Projects that may complete for the HSC. Discussion will cover how the preliminary program is designed to prepare students for the variety of different Individual Projects available to students in the HSC year.	In this tutorial students will look at different Individual Projects in more depth and be introduced to strategies designed to support students as they complete their individual project. A Midsummer Night's Dream will be used as an example text in this tutorial.

7. RESOURCES

Book – Quality Teaching in NSW Public Schools (2003)
Globe Education Shorter Shakespeare: A Midsummer Night's Dream (it is essential that all students bring a copy of this to the first tutorial)

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-life-skills>

Go to the NESA website <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/drama-syllabus>

HSC Syllabuses – then D – Drama, for the documents below.

- Drama HSC Marking Guidelines – Practical and submitted tasks
- HSC Performance and Submitted Works – Advice to Schools Regarding Content
- Past Drama Examination Papers and Notes from the Marking Centres
- Course Prescriptions 2009 - 2013

NESA decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference materials, links to related sites and an annotated bibliography of texts relevant to the syllabus and to Drama teaching.

Burton, Bruce. (2011). Living Drama 4th Edition. London: Person

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/curriculum-syllabuses-NSW/!ut/p/z1/IZE9D4JADIZ_iwOjtHd8aNxOo4CY4CARuxgweJlgRxAl_nsNTkZF7dbmeZrmLRBQEV8yWRcZ6q183u_IXtrei6igXzhrMQExdhfTJfC4I7HYN0CXDCbuSbzcTBkKFam6VszZOgZQH_5gdP6AbP5fMCD0PrNxxw8I8De_A6Du9WugFvmQgONb3UAb0TPwJoNvV8yBZK6Sx8NEkRhDCVSI-7RKK_1c3ceHui5PIw01bJpGI0rJPNV36qjHZw3fWQd1qiF6gaE8hmEYYeb1Kbk2oncD3SJNvQ!!/dz/d5/L2dBISEvZ0FBIS9nQSEh/

Harrison, N (2008),

Oxford, Sydney

The Department of Education and Training. The DET has the responsibility for administering and staffing government schools and producing support material

www.det.nsw.edu.au

HSC online (DET and Charles Sturt University site)

www.hsc.csu.edu.au

Sydney Theatre Company Education

education@sydneytheatre.com.au

Drama NSW, P.O. Box 872 Leichardt, 2040 95604966

www.dramansw.org.au

The Association of Independent Schools

www.studentnet.edu.au/aispd/index.html

The Catholic Education Commission

www.cecsw.catholic.edu.au

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Scope and sequence and one assessment task for one term: Preliminary	2000 words equivalent	40%	1, 2, 3, 4, 5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 3.2.1, 5.3.1, 6.3.1	D.1, 4, 7, 8, 11, 19 E.7 F.9	Friday 30 th July by 5pm
Assessment 2 Unit of work for Year 12	3000 words equivalent	60%	1, 2, 3, 4, 5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.2.1, 5.1.1, 5.4.1	A.5, 8 C.4, 5, 8, 12 D.4, 8, 10, 11, 12, 15 E.2 F.5, 7, 9	Thursday 26 th August by 5pm
Hurdle requirement Assessment, Feedback and Reporting	In class week 6	Hurdle requirement	5, 6	5.1.1, 5.2.1, 5.3.1, 5.4.1, 5.5.1, 7.1.1	D.9, 13, 14, 16 E.6	In class task in week 6 tutorial

Assessment 2 (3000 wd eq, 60%)

Prepare a unit of work for Year 12 which covers approximately half the term. You need to ensure the

HURDLE REQUIREMENT FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (e.g. NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes. Watch the series of seven videos to enhance your understanding and knowledge on how to make sound and consistent judgment of student work.

https://www.youtube.com/watch?v=-QBLZAbhaYc&list=PLgBQxWO_rR7ZrIZopD_wZvdt6kY8EsfLK

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process

The assessment process consists of two components.

1. A collection of five or six authentic student responses to preferably two assessment tasks. The responses may be written, visual or oral. The number depends on the length of the response. For each text:
 - ensure anonymity by removing student names and destroying the samples at the end of the course.
 - include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative and formative purposes
 - annotate the task to indicate what worked well and what needs changing if it were to be used again
 - include the assessment criteria and/or marking scheme/rubric for each task
 - provide annotations (with time codes if your sample is audio- or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task
 - include a key for marking symbols
 - find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider where this student work is in relation to those overall expectations/standards as well in relation to their previous performance
 - provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes).
 - indicate what the implications of your evaluation might be for the teacher in terms of future teaching.

2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents, which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by NESA and ACARA.

NOTES:

The student work samples must be authentic. They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer. Annotated student work samples,

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FEEDBACK SHEET
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Student Name:

Student No.:

Assessment Task 1: **Scope and sequence with assessment task for one term (Preliminary)**

SPECIFIC CRITERIA

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Understanding of the question or issue and the key concepts involved

- Understands the task and its relationship to relevant areas of theory, research and practice
- Uses syllabus documents and terminology clearly and accurately
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Student Name:

Student No.:

Assessment Task 2: **Planning a unit of work including formative assessment strategies**

SPECIFIC CRITERIA

| (-) _____ (+) |

Understanding of the question or issue

