

## EDUC2136: Specialist Studies in Drama 1

Callaghan

Semester 2 - 2022



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

### Course Description

In this course students will consider the role and value of Drama education; lesson planning and programming for Stage 4/5 Drama curriculum; course and assessment requirements of the NSW School Certificate for Drama; the literacy and numeracy demands of Drama as an area of study; ways of differentiating curriculum to meet the diverse needs of learners; a range of strategies, technologies and resources for teaching and assessing drama; and current issues and trends related to the teaching of Drama in schools. Students will also be introduced to drama processes relating to improvisation, play building, scripted drama, and theatre.

### Requisites

Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of

- Three HSC band 5s (including one in English) or
- 80 units of UoN courses or
- Regulatory authority approved comparable pathways or
- Commencement in the program pre 2016

### Assumed Knowledge

EDUC1101

### Contact Hours

#### Integrated Learning Session

Online

6 hour(s) per Term Full Term

Integrated Learning will typically consist of a series of online activities.

#### Lecture

Face to Face On Campus

1 hour(s) per Week for 8 Weeks

#### Tutorial

Face to Face On Campus

2 hour(s) per Week for 8 Weeks

### Unit Weighting

10

### Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

[www.newcastle.edu.au](http://www.newcastle.edu.au)

CRICOS Provider 00109J

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# CONTACTS

<b>Course Coordinator</b>	<b>Callaghan</b> Dr Christine Hatton Christine.Hatton@newcastle.edu.au (02) 4348 4105 Consultation:
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Education</b> V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

# SYLLABUS

<b>Course Content</b>	<ul style="list-style-type: none"><li>• The principles and practices of teaching and learning Drama in secondary schools.</li><li>• The role and value of Drama education in contemporary society and the broader school curriculum.</li><li>• Lesson planning and programming for Stage 4/5 Drama curriculum.</li><li>• Course and assessment requirements of the NSW School Certificate for Drama.</li><li>• The literacy and numeracy demands of Drama as an area of study.</li><li>• Differentiating curriculum to meet the diverse needs of learners in the Drama classroom.</li><li>• Strategies, technologies and resources for teaching and assessing drama.</li><li>• Current issues and trends related to the teaching of Drama in schools.</li><li>• Drama processes relating to improvisation, play building, scripted drama, and theatre.</li></ul>
<b>Course Learning Outcomes</b>	<p><b>On successful completion of this course, students will be able to:</b></p> <ol style="list-style-type: none"><li>1. Articulate role and value of Drama education in contemporary society and the broader school curriculum.</li><li>2. Develop lesson plans, programs and assessment tasks appropriate for Stage 4/5 Drama curriculum.</li><li>3. Support the literacy and numeracy needs of students studying Drama.</li><li>4. Differentiate curriculum to meet the diverse needs of learners in the Drama classroom.</li><li>5. Use a range of strategies, technologies and resources for teaching and assessing drama.</li><li>6. Articulate current issues and trends related to the teaching of Drama in schools.</li><li>7. Engage in Drama processes relating to improvisation, playbuilding, scripted drama, and theatre.</li></ol>
<b>Course Materials</b>	<p><b>Recommended Reading:</b></p> <ul style="list-style-type: none"><li>- Davis, S. (2009). Interactive drama using cyberspaces. In M. Anderson, J. Carroll &amp; D. Cameron (Eds.), <i>Drama Education with Digital Technology</i> (pp. 149 – 167). London: Continuum.</li><li>- Haseman, B. (2002). The Creative Industry of Designing a Contemporary Drama Curriculum. <i>Melbourne Studies in Education</i>, 43 (2), 119-129</li><li>- Hatton, C. &amp; Lovesy, S. (2015). Schooling the imagination in the 21 century...(or why playbuilding matters). In M. Anderson &amp; C. Roche (Eds.), <i>The State of the Art: Teaching Drama in the 21 Century</i> (pp. 67 – 83). Sydney: University of Sydney Press.</li><li>- Neelands, J. ([1997] 2010). Structuring to begin. In P. O'Connor (Ed.), <i>Creating Democratic Citizenship through Drama Education</i> (pp. 49 – 61). London: Trentham.</li><li>- Neelands, J. (1997). Section 2 - 'The roles skills and knowledge of the drama teacher'.</li></ul>

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In *Beginning Drama* 11-14. London: David Fulton.

- Neelands, J. (2015). Art makes children powerful: art for the many not the few. In M.Fleming, L.Bresler & J. O'Toole (Eds), *The Routledge International Handbook of the Arts and Education* (pp. 410 – 417). Abingdon, Oxon: Routledge.
- O'Neill, C. (1995). *Drama Worlds: A Framework for Process Drama*. Portsmouth: Heinemann. Chapter 5.
- O'Toole, J. & O'Mara, J. (2007). Proteus, the giant at the door: Drama and theater in the curriculum. In L. Bresler (Ed.), *International Handbook of Research in Arts Education* (pp. 203 – 218). Dordrecht: Springer.
- O'Toole, J. (2015). When advocacy meets opportunity,,,what's the reality? Establishing drama in the curriculum. In M.Fleming, L.Bresler & J. O'Toole (Eds.), *The Routledge International Handbook of the Arts and Education* (pp. 185 – 193). Abingdon, Oxon: Routledge.
- Peter, M (2015). 'Aesthetic learning for all': Drama in education for children with special educational needs. In M.Fleming, L.Bresler & J. O'Toole (Eds.), *The Routledge International Handbook of the Arts and Education* (pp. 234 – 253). Abingdon, Oxon: Routledge.
- Simons, J. (1991). Concept development and drama: scaffolding the learning. In J. Hughes (Ed.), *State of the Art* (pp. 25 – 32). Rozelle: Educational Drama Association NSW.
- Simons, J. (2000). Walking in another person's shoes: storytelling and role play. In H. Nicholson & A. Kempe (Eds.), *Teaching Drama 11-18* (pp. 16 – 25). London: Continuum.
- Wright, D. (2004). Embodied learning and drama education. In C. Hatton & M. Anderson (Eds.), *The State of our Art: NSW Perspectives in Educational Drama* (pp. 77 – 89). Sydney: Currency Press.

#### **Recommended Text:**

Haseman, B. & O'Toole, J. (2017) *Dramawise Re-Imagined*. Sydney: Currency Press.

#### **Required Reading:**

Board of Studies NSW (2003) *Drama Years 7-10 Syllabus*. Sydney: Board of Studies NSW.

#### **Required Text:**

Hatton, C. & Lovesy, S. (2009) *Young at Art: Classroom Playbuilding in Practice*. London: Routledge.

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	18 Jul	Introduction to the course, the drama curriculum and field of drama education		
2	25 Jul	The drama learning process - Unpacking the NSW 7-10 Drama Syllabus ; the drama learning process		
3	1 Aug	Core skills, elements and practices in drama; organizing and managing the drama learning process; signature pedagogies of drama 1 - Process drama		
4	8 Aug	Planning for rich drama learning; Signature pedagogies of drama 2 – Playbuilding		Assignment 1 due 11 August 2023 at 11:59pm
5	15 Aug	Planning for rich drama learning; units, lessons and assessment in drama; signature pedagogies of drama 2 – Playbuilding		
6	22 Aug	Assessment and reporting in drama; linking to literacy and numeracy in /through drama; signature pedagogies of drama 3 - theatrical approach to working with texts		
7	29 Aug	Drama as an inclusive pedagogy - catering for diverse learners; performance and production in secondary drama - OH&S issues; drama and the school community; excursions and incursions		Assignment 2 Part A due 1 September 2023 at 11:59pm
8	5 Sep	Technology-rich drama practice; teaching dramatic forms and styles		
9	12 Sep			
10	19 Sep			
Mid-Term Break Mid-Term Break				
11	10 Oct			Assignment 2 Part B due 13 October 2023 at 11:59pm
12	17 Oct			
13	24 Oct			
Examination Period Examination Period				

# ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Essay/Written Assignment	Week 4, Friday 11 August 2023, 11:59pm	Individual	40%	1, 6
2	Unit Plan	Part A - Week 7, Friday 1 September 2023, 11:59PM.  Part B - Week 11, Friday 13 October 2023, 11:59PM.	Individual	60%	2, 3, 4, 5, 7

## Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Essay/Written Assignment

### Assessment Type

Written Assignment

### Purpose

The purpose of this assignment is to develop students' critical skills and to provide students with a deep understanding of drama theory, curriculum and pedagogy.

### Description

This assignment is an academic essay which requires students to engage with key concepts and theories in drama education to consider the nature of experiential drama learning within the contemporary educational context. Students will draw upon their understandings of drama teaching and learning, as well as the NSW curriculum to answer the essay question. The essay question will be given to students in class. APA 7<sup>th</sup> edition referencing must be used for this essay.

### Weighting

APST: 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.3

### Length

40%  
1500 words

### Due Date

Week 4, Friday 11 August 2023, 11:59pm

### Submission Method

Online  
Through Turnitin with a coversheet attached.

### Assessment Criteria

Quality submissions will demonstrate:

1. Substantial understanding of drama education theory, curriculum and pedagogy.
2. Skill in formulating and executing a well structured essay in response to the question.
3. An effective critical analysis of the nature of experiential learning in drama.
4. Effective use of a range of relevant theory to develop and support the presentation of a coherent argument.
5. Effective and organised written communication, with a high standard of academic literacy and accurate APA 7<sup>th</sup> referencing.

### Return Method

Online

### Feedback Provided

Online - Three weeks after submission.

## Assessment 2 - Unit Plan

### Assessment Type

Proposal / Plan

### Purpose

The purpose of this assignment is to give students the opportunity to apply their understanding of drama curriculum, syllabus and theory to a Stage 5 unit planning project. Students undertake research in their chosen topic and plan rich drama learning process for a secondary school context. They will analyse and utilise core syllabus components and relevant artistic practices in the preparation of a series of drama lessons and assessment processes suitable for the Stage 5 classroom.

### Description

Students demonstrate this by researching and constructing a six week Stage 5 teaching unit based on the NSW 7-10 Drama Syllabus and relevant documents. The unit must implement Stage 5 syllabus outcomes and content, and engage students in rich drama learning processes that are experiential, creative and collaborative.

Students must use the templates that will be provided for Part A and B of this assignment. These will be published on Canvas. Students are assessed on the quality of planning and their understanding of syllabus and theoretical content, learning design, as well as assessment requirements in Stage 5 Drama.

This assignment has two parts:

Part A Unit Plan - 30% Length ( $\pm 10\%$ ): 1500 words or equivalent

This section of the unit provides overarching information about how the unit has been planned. It includes:

1. A unit rationale that summarises the approach you have taken to the Stage 5 topic and justification of the design of the unit
2. Syllabus objectives, outcomes and core content to be covered
3. A 6 week unit map briefly showing the topic content to be covered week by week
4. A brief statement summarising how the unit caters for diverse learners and how technology is used
5. A summary of the assessment strategies to be used within the unit (both assessment for and of learning).
6. A copy of summative assessment(s) and marking guidelines to be used for this unit.
7. A list and copies of relevant resources and references to be used in the unit. (Full copies of resources to be provided as appendices).

Part B Lesson Plans - 30% Length ( $\pm 10\%$ ): 1500 words or equivalent

This section of the unit provides six practical drama lessons drawn from early in the unit structure. Lessons in this phase of the unit are experiential workshops that develop both skills and understandings, putting drama concepts into practice. This section includes:

1. Six Stage 5, hour long drama lesson plans that address and integrate both practical and conceptual aspects of learning.
2. Implementation and interpretation of syllabus objectives, outcomes and core content to be learned.
3. A range of experiential strategies to engage students in the drama learning process (making, performing and appreciating).
4. Effective formative strategies to support student development appropriate to lesson content.

APST: 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 5.1

60%

3000 words

Part A - Week 7, Friday 1 September 2023, 11:59PM.

Part B - Week 11, Friday 13 October 2023, 11:59PM.

Online

Through Turnitin with a coversheet attached.

Quality submissions will demonstrate:

1. An effective understanding of NSW Drama 7-10 Syllabus content, contexts and assessment requirements.

**Weighting**  
**Length**  
**Due Date**

**Submission Method**

**Assessment Criteria**

2. An age appropriate and interesting interpretation of topic content in the unit plan
3. Skill in selection and design of effective teaching strategies to engage students in quality drama learning experiences.
4. Evidence of sound organisation, synthesis and analysis in relation to drama curriculum, theory and pedagogical knowledge.
5. Effective formative and summative assessment strategies suitable to the unit design and targeted learning outcomes.
6. A selection of relevant resources and references to be used to enhance learning.

**Return Method**

Online

**Feedback Provided**

Online - Three weeks after submission.

## ADDITIONAL INFORMATION

### Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

### Communication Methods

Communication methods used in this course include:

### Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

### Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

### Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

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**Adverse  
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy  
Information**

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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## EDUC2136 Assessment Task 1 Essay (40% weighting)

SUMMARY OF TASK CRITERIA	Working below expectations: <i>Unsatisfactory</i>	Working towards: <i>Developing</i>	Working at expectations: <i>Effective</i>	Working beyond: <i>Well developed</i>	Working well beyond: <i>Outstanding</i>	Mark out of:
	0-2	3-4	5-6	7-8	9 - 10	/10
<b>1. Understanding of drama theory, curriculum and pedagogy-- /40</b>						
<b>Selection and use of relevant of drama theories to substantiate the analysis.</b>	No use of relevant drama theories to substantiate the analysis.	Limited use of relevant drama theories to substantiate the analysis	Satisfactory use of relevant drama theories to substantiate the analysis	Effective use of relevant drama theories to substantiate the analysis	Excellent use of relevant drama theories to substantiate the analysis	/10
<b>Application of NSW drama curriculum content and concepts to answer the essay question.</b>	No application of NSW drama curriculum content and concepts to answer the essay question.	Limited application of NSW drama curriculum content and concepts to answer the essay question.	Satisfactory application of NSW drama curriculum content and concepts to answer the essay question.	Substantial application of NSW drama curriculum content and concepts to answer the essay question.	Exemplary application of NSW drama curriculum content and concepts to answer the essay question.	/10
<b>Understanding of the signature pedagogies of drama.</b>	No understanding of the signature pedagogies of drama.	Limited understanding of the signature pedagogies of drama.	Satisfactory understanding of the signature pedagogies of drama.	Substantial understanding of the signature pedagogies of drama.	Exemplary understanding of the signature pedagogies of drama.	/10
<b>Understanding of the position of drama education within the broader context of education.</b>	No understanding of the position of drama education within the broader context of education.	Limited understanding of the position of drama education within the broader context of education.	Satisfactory understanding of the position of drama education within the broader context of education.	Substantial understanding of the position of drama education within the broader context of education.	Excellent understanding of the position of drama education within the broader context of education.	/10
	0-2	3-4	5-6	7-8	9 - 10	/10
<b>2. Quality of argument and analysis - /30</b>						
<b>Ability to critically respond to all aspects of the essay question.</b>	Does not critically respond to all aspects of the essay question.	Limited ability to critically respond to all aspects of the essay question.	Satisfactory ability to critically respond to all aspects of the essay question	Substantial ability to critically respond to all aspects of the essay question	Excellent ability to critically respond to all aspects of the essay question	/10
<b>Analysis of the unique nature of the experiential and embodied learning process in drama.</b>	No analysis of the unique nature of the experiential and embodied learning process in drama.	Limited analysis of the unique nature of the experiential and embodied learning process in drama	Satisfactory analysis of the unique nature of the experiential and embodied learning process in drama	Substantial analysis of the unique nature of the experiential and embodied learning process in drama	Excellent analysis of the unique nature of the experiential and embodied learning process in drama.	/10
<b>Analysis of the importance and impact of drama on student learning.</b>	No analysis of the importance and impact of drama on student learning.	Limited analysis of the importance and impact of drama on student learning.	Satisfactory analysis of the importance and impact of drama on student learning.	Substantial analysis of the importance and impact of drama on student learning.	Highly effective analysis of the importance and impact of drama on student learning.	/10
	0-2	3-4	5-6	7-8	9 - 10	/10
<b>3. Written communication -- /30</b>						
<b>Provides a well-structured coherent argument with a clear focus developed and sustained throughout.</b>	Does not provide a well-structured coherent argument with a clear focus developed and sustained throughout.	Limited provision of a well-structured coherent argument with a clear focus developed and sustained throughout.	Satisfactory provision of a well-structured coherent argument with a clear focus developed and sustained throughout.	Substantial provision of a well-structured coherent argument with a clear focus developed and sustained throughout.	Exemplary provision of a well-structured coherent argument with a clear focus developed and sustained throughout.	/10
<b>Effective substantiation using relevant examples and theoretical references.</b>	No substantiation using relevant examples and theoretical references.	Limited substantiation using relevant examples and theoretical references.	Satisfactory substantiation using relevant examples and theoretical references.	Substantial substantiation using relevant examples and theoretical references.	Outstanding substantiation using relevant examples and theoretical references.	/10
<b>Uses APA 6<sup>th</sup> style academic referencing procedures.</b>	No use of APA 7 <sup>th</sup> style academic referencing procedures..	Poor use of APA 7 <sup>th</sup> style academic referencing procedures.	Satisfactory use of APA 7 <sup>th</sup> style academic referencing procedures.	Substantial use of APA 7 <sup>th</sup> style academic referencing procedures.	Exemplary use of APA 7 <sup>th</sup> style academic referencing procedures.	/10
					<b>TOTAL</b>	<b>/100</b>

## EDUC2136 Assessment Task 2(PART A) Unit Plan (30% weighting)

SUMMARY OF TASK CRITERIA	Working below expectations: <i>Unsatisfactory</i>	Working towards: <i>Developing</i>	Working at expectations: <i>Effective</i>	Working beyond: <i>Well developed</i>	Working well beyond: <i>Outstanding</i>	Mark out of:
	0-1	1.5 -2	2.5 -3	3.5 - 4	4.5 - 5	/5
<b>1. Curriculum understanding and interpretation – /30</b>						
<b>Clear and creative interpretation of the NSW syllabus and dramatic contexts chosen for the unit.</b>	Does not provide a clear and creative interpretation of the NSW syllabus and dramatic contexts chosen for the unit.	Limited provision of a clear and creative interpretation of the NSW syllabus and dramatic contexts chosen for the unit.	Satisfactory provision of a clear and creative interpretation of the NSW syllabus and dramatic contexts chosen for the unit.	Effective provision of a clear and creative interpretation of the NSW syllabus and dramatic contexts chosen for the unit.	Excellent provision of a clear and creative interpretation of the NSW syllabus and dramatic contexts chosen for the unit.	/5
<b>Effective justification for learning design provided in the unit rationale.</b>	No justification for learning design provided in the unit rationale.	Limited justification for learning design provided in the unit rationale.	Satisfactory justification for learning design provided in the unit rationale.	Substantial justification for learning design provided in the unit rationale.	Exemplary justification for learning design provided in the unit rationale.	/5
<b>Understanding and interpretation of the Stage 5 syllabus content required in the chosen dramatic contexts.</b>	No understanding and interpretation of the Stage 5 syllabus content required in the chosen dramatic contexts.	Limited understanding and interpretation of the Stage 5 syllabus content required in the chosen dramatic contexts.	Satisfactory understanding and interpretation of the Stage 5 syllabus content required in the chosen dramatic contexts.	Substantial understanding and interpretation of the Stage 5 syllabus content required in the chosen dramatic contexts.	Exemplary understanding and interpretation of the Stage 5 syllabus content required in the chosen dramatic contexts.	/5
<b>Understanding of the practical skill development required for the unit.</b>	No understanding of the practical skill development required for the unit.	Limited understanding of the practical skill development required for the unit.	Satisfactory understanding of the practical skill development required for the unit.	Substantial understanding of the practical skill development required for the unit.	Excellent understanding of the practical skill development required for the unit.	/5
<b>Understanding of the conceptual and practical aspects of dramatic form, style and technique to be learned in the unit.</b>	No understanding of the conceptual and practical aspects of dramatic form, style and technique to be learned in the unit.	Limited understanding of the conceptual and practical aspects of dramatic form, style and technique to be learned in the unit.	Satisfactory understanding of the conceptual and practical aspects of dramatic form, style and technique to be learned in the unit.	Substantial understanding of the conceptual and practical aspects of dramatic form, style and technique to be learned in the unit.	Outstanding understanding of the conceptual and practical aspects of dramatic form, style and technique to be learned in the unit.	/5
<b>Provision of appropriate assessment strategies for effective Stage 5 drama learning (formative and summative).</b>	No provision of appropriate assessment strategies for effective Stage 5 drama learning (formative and summative).	Limited provision of appropriate assessment strategies for effective Stage 5 drama learning (formative and summative).	Satisfactory provision of appropriate assessment strategies for effective Stage 5 drama learning (formative and summative).	Substantial provision of appropriate assessment strategies for effective Stage 5 drama learning (formative and summative).	Excellent provision of appropriate assessment strategies for effective Stage 5 drama learning (formative and summative).	/5
	0-2	3-4	5-6	7-8	9 - 10	/10
<b>2. Quality of learning and assessment design - /60</b>						
<b>Design rich learning experiences integrating the three core practices of the syllabus (making, performing and appreciating).</b>	Does not design rich learning experiences integrating the three core practices of the syllabus (making, performing and appreciating).	Limited design of rich learning experiences integrating the three core practices of the syllabus (making, performing and appreciating).	design rich learning of experiences integrating the three core practices of the syllabus (making, performing and appreciating).	Substantial design of rich learning experiences integrating the three core practices of the syllabus (making, performing and appreciating).	Excellent design of rich learning experiences integrating the three core practices of the syllabus (making, performing and appreciating).	/10
<b>Provides creative experiential and collaborative learning experiences for students that embed concepts into practice.</b>	Does not provide creative experiential and collaborative learning experiences for students that embed concepts into practice.	Some provision of creative experiential and collaborative learning experiences for students that embed concepts into practice.	Satisfactory provision of creative experiential and collaborative learning experiences for students that embed concepts into practice.	Substantial provision of creative experiential and collaborative learning experiences for students that embed concepts into practice.	Excellent provision of creative experiential and collaborative learning experiences for students that embed concepts into practice.	/10
<b>Provision of effective differentiation strategies to cater for the needs of diverse learners.</b>	No provision of effective differentiation strategies to cater for the needs of diverse learners.	Limited provision of effective differentiation strategies to cater for the needs of diverse learners.	Satisfactory provision of effective differentiation strategies to cater for the needs of diverse learners.	Substantial provision of effective differentiation strategies to cater for the needs of diverse learners.	Excellent provision of effective differentiation strategies to cater for the needs of diverse learners.	/10

<i>Effective integration of technologies to enhance the drama learning process.</i>	No integration of technologies to enhance the drama learning process.	Limited integration of technologies to enhance the drama learning process.	Some integration of technologies to enhance the drama learning process.	Sound integration of technologies to enhance the drama learning process.	Exemplary integration of technologies to enhance the drama learning process.	<b>/10</b>
<i>Provision of effective and relevant resources and references to support student learning.</i>	No provision of effective and relevant resources and references to support student learning.	Limited provision of effective and relevant resources and references to support student learning.	Some provision of effective and relevant resources and references to support student learning.	Sound provision of effective and relevant resources and references to support student learning.	Excellent provision of effective and relevant resources and references to support student learning.	<b>/10</b>
<i>Design appropriate summative assessment tasks that reflect syllabus outcomes and content chosen for the unit.</i>	No inclusion of appropriate summative assessment tasks that reflect syllabus outcomes and content chosen for the unit.	Poor design of appropriate summative assessment tasks that reflect syllabus outcomes and content chosen for the unit.	Satisfactory design of appropriate summative assessment tasks that reflect syllabus outcomes and content chosen for the unit.	Substantial design of appropriate summative assessment tasks that reflect syllabus outcomes and content chosen for the unit.	Excellent design of appropriate summative assessment tasks that reflect syllabus outcomes and content chosen for the unit.	<b>/10</b>
	<b>0-1</b>	<b>1.5 -2</b>	<b>2.5 -3</b>	<b>3.5 - 4</b>	<b>4.5 - 5</b>	<b>/5</b>
<b>3. Written communication – /10</b>						
<i>Effective analysis and organisation of knowledge in a coherent framework.</i>	No effective analysis and organisation of knowledge in a coherent framework.	Limited analysis and organisation of knowledge in a coherent framework.	Satisfactory analysis and organisation of knowledge in a coherent framework.	Substantial analysis and organisation of knowledge in a coherent framework.	Effective analysis and organisation of knowledge in a coherent framework.	<b>/5</b>
<i>Uses APA 6<sup>th</sup> style academic referencing procedures.</i>	No use of APA 7 <sup>th</sup> style academic referencing procedures.	Poor use of APA 7 <sup>th</sup> style academic referencing procedures.	Satisfactory use of APA 7 <sup>th</sup> style academic referencing procedures.	Substantial use of APA 7 <sup>th</sup> style academic referencing procedures.	Exemplary use of APA 7 <sup>th</sup> style academic referencing procedures.	<b>/5</b>
					<b>TOTAL</b>	<b>/100</b>

## EDUC2136 Assessment Task 2(PART B) Unit Plan (30% weighting)

SUMMARY OF TASK CRITERIA	Working below expectations: <i>Unsatisfactory</i>	Working towards: <i>Developing</i>	Working at expectations: <i>Effective</i>	Working beyond: <i>Well developed</i>	Working well beyond: <i>Outstanding</i>	Mark out of:
	0-2	3-4	5-6	7-8	9 - 10	/10
<b>1. Curriculum understanding – /30</b>						
<i>Understanding of the experiential and collaborative nature of drama learning.</i>	No understanding of the experiential and collaborative nature of drama learning.	Limited understanding of the experiential and collaborative nature of drama learning.	Satisfactory understanding of the experiential and collaborative nature of drama learning.	Substantial understanding of the experiential and collaborative nature of drama learning.	Excellent understanding of the experiential and collaborative nature of drama learning.	/10
<i>Understanding of selected syllabus outcomes and content.</i>	No understanding of selected syllabus outcomes and content.	Limited understanding of selected syllabus outcomes and content.	Satisfactory understanding of selected syllabus outcomes and content.	Substantial understanding of selected syllabus outcomes and content.	Exemplary understanding of selected syllabus outcomes and content.	/10
<i>Understanding of the specific drama skills, concepts and techniques to be learned and assessed.</i>	No understanding of the specific drama skills, concepts and techniques to be learned and assessed.	Limited understanding of the specific drama skills, concepts and techniques to be learned and assessed.	Satisfactory understanding of the specific drama skills, concepts and techniques to be learned and assessed.	Substantial understanding of the specific drama skills, concepts and techniques to be learned and assessed.	Exemplary understanding of the specific drama skills, concepts and techniques to be learned and assessed.	/10
	0-2	3-4	5-6	7-8	9 - 10	/10
<b>2. Quality of learning and assessment design - /50</b>						
<i>Designs rich and effectively sequenced learning experiences that integrate the three core practices of the syllabus (making, performing and appreciating).</i>	Does not design rich and effectively sequenced learning experiences that integrate the three core practices of the syllabus (making, performing and appreciating).	Limited design of rich and effectively sequenced learning experiences that integrate the three core practices of the syllabus (making, performing and appreciating).	Satisfactory design of rich and effectively sequenced learning experiences that integrate the three core practices of the syllabus (making, performing and appreciating).	Substantial design of rich and effectively sequenced learning experiences that integrate the three core practices of the syllabus (making, performing and appreciating).	Excellent design of rich learning design of rich and effectively sequenced learning experiences that integrate the three core practices of the syllabus (making, performing and appreciating).	/10
<i>Uses a range of effective teaching strategies to engage students in creative, critical collaborative drama learning experiences.</i>	Does not use a range of effective teaching strategies to engage students in creative, critical collaborative drama learning experiences.	Some use of a range of effective teaching strategies to engage students in creative, critical collaborative drama learning experiences.	Satisfactory use of a range of effective teaching strategies to engage students in creative, critical collaborative drama learning experiences.	Substantial use of a range of effective teaching strategies to engage students in creative, critical collaborative drama learning experiences.	Excellent use of a range of effective teaching strategies to engage students in creative, critical collaborative drama learning experiences.	/10
<i>Provision of effective differentiation strategies to cater for the needs of diverse learners.</i>	No provision of effective differentiation strategies to cater for the needs of diverse learners.	Limited provision of effective differentiation strategies to cater for the needs of diverse learners.	Satisfactory provision of effective differentiation strategies to cater for the needs of diverse learners.	Substantial provision of effective differentiation strategies to cater for the needs of diverse learners.	Excellent provision of effective differentiation strategies to cater for the needs of diverse learners.	/10
<i>Identifies and integrates appropriate resources to enhance the learning processes.</i>	No identification and integration of appropriate resources to enhance the drama learning processes.	Limited identification and integration of appropriate resources to enhance the drama learning processes.	Satisfactory identification and integration of appropriate resources to enhance the drama learning processes.	Substantial identification and integration of appropriate resources to enhance the drama learning processes.	Excellent identification and integration of appropriate resources to enhance the drama learning processes.	/10
<i>Incorporates effective assessment for learning strategies that address the lesson outcomes and content.</i>	No provision of effective assessment for learning strategies that address the lesson outcomes and content.	Limited provision of effective assessment for learning strategies that address the lesson outcomes and content.	Satisfactory provision of effective assessment for learning strategies that address the lesson outcomes and content.	Substantial provision of effective assessment for learning strategies that address the lesson outcomes and content.	Excellent provision of effective assessment for learning strategies that address the lesson outcomes and content.	/10
	0-2	3-4	5-6	7-8	9 - 10	/10
<b>3. Written communication – /20</b>						
<i>Effective analysis and organisation of knowledge in a coherent framework.</i>	No effective analysis and organisation of knowledge in a coherent framework.	Limited analysis and organisation of knowledge in a coherent framework.	Satisfactory analysis and organisation of knowledge in a coherent framework.	Substantial analysis and organisation of knowledge in a coherent framework.	Effective analysis and organisation of knowledge in a coherent framework.	/10
<i>Uses APA 6<sup>th</sup> style academic referencing procedures.</i>	No use of APA 7 <sup>th</sup> style academic referencing procedures.	Poor use of APA 7 <sup>th</sup> style academic referencing procedures.	Satisfactory use of APA 7 <sup>th</sup> style academic referencing procedures.	Substantial use of APA 7 <sup>th</sup> style academic referencing procedures.	Exemplary use of APA 7 <sup>th</sup> style academic referencing procedures.	/10
					<b>TOTAL</b>	<b>/100</b>