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Postgraduate Certificate in Drama Education

## Drama In The Curriculum

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The Postgraduate Certificate in Drama Education is a comprehensive course that equips students with the knowledge and skills to teach drama effectively in various educational settings. A crucial aspect of this course is understanding the key terms and vocabulary associated with drama in the curriculum. One of the fundamental concepts in drama education is the idea of improvisation, which refers to the process of creating and performing spontaneously without prior planning or scripting. Improvisation is a valuable tool in drama education as it encourages students to think creatively, develop their problem-solving skills, and build confidence in their ability to respond to unexpected situations.

In drama education, improvisation is often used as a teaching strategy to facilitate student-centered learning, where students are encouraged to take an active role in the learning process. For instance, a drama teacher might use improvisation to explore a particular theme or issue, such as bullying or social justice, by asking students to improvise scenes or characters that relate to the topic. This approach enables students to engage with the subject matter in a more meaningful and interactive way, rather than simply listening to a lecture or reading from a textbook.

Another important concept in drama education is the idea of role-playing, which involves students taking on and performing different roles or characters to explore various social, cultural, or historical contexts. Role-playing is a powerful tool for teaching drama, as it allows students to develop their empathy and understanding of different perspectives, as well as their critical thinking and problem-solving skills. For example, a drama teacher might use role-playing to explore a historical event, such as the Civil Rights Movement, by asking students to take on the roles of key figures or characters involved in the event.

In addition to improvisation and role-playing, scripting is another essential concept in drama education. Scripting refers to the process of writing and developing a dramatic script, which can be used as a teaching tool to explore various themes, issues, or subjects. Scripting can be used in a variety of ways in drama education, such as writing and performing a play or scene, creating a dramatic reading or presentation, or developing a dramatic workshop or activity. For instance, a drama teacher might ask students to write and perform a short play or scene that explores a particular theme or issue, such as environmental sustainability or social justice.

Drama education also involves the use of various drama conventions, such as freeze frames, thought tracking, and hot seating, which are used to create and perform dramatic scenes or characters. These conventions are essential tools for teaching drama, as they enable students to develop their creative and critical thinking skills, as well as their ability to work collaboratively and communicate effectively. For example, a drama teacher might use freeze frames to explore a particular theme or issue, such as bullying or social justice, by asking students to create and perform a series of frozen images that represent different

aspects of the topic.

In drama education, assessment is an ongoing process that involves evaluating student learning and progress throughout the course. Assessment can take many forms, such as written assignments, practical performances, or reflective journals, and is used to monitor student understanding, identify areas for improvement, and provide feedback and guidance. For instance, a drama teacher might use a written assignment to assess student understanding of a particular concept or theme, such as the use of metaphor in drama, or ask students to perform a short play or scene to assess their ability to apply dramatic conventions and techniques.

The use of technology is also becoming increasingly important in drama education, as it provides a range of tools and resources that can be used to enhance teaching and learning. For example, digital media, such as video and audio recordings, can be used to create and perform dramatic scenes or characters, while online platforms and social media can be used to facilitate communication, collaboration, and feedback. However, the use of technology in drama education also presents several challenges, such as the need for adequate infrastructure and technical support, as well as the potential for distraction or disruption.

In addition to these concepts and techniques, drama education also involves the use of various teaching strategies, such as differentiation, scaffolding, and feedback, which are used to support student learning and progress. Differentiation, for instance, involves tailoring instruction to meet the diverse needs and abilities of students, while scaffolding involves providing temporary support and guidance to help students build their knowledge and skills. Feedback is also an essential aspect of drama education, as it provides students with the opportunity to reflect on their learning and identify areas for improvement.

Drama education also has a range of applications in various educational settings, such as schools, colleges, and universities. In these settings, drama can be used as a teaching tool to explore various subjects and themes, such as language arts, social studies, or science. For example, a drama teacher might use drama to teach language arts by asking students to create and perform a short play or scene that explores a particular theme or issue, such as identity or community. Similarly, drama can be used to teach social studies by asking students to create and perform a dramatic scene or character that represents a particular historical event or cultural context.

The use of drama in education also has a range of benefits, such as developing creativity, critical thinking, and problem-solving skills, as well as building confidence, empathy, and self-esteem. Drama education can also help students develop their communication and collaboration skills, as well as their ability to work effectively in teams and build positive relationships with others. Furthermore, drama education can provide students with a range of career opportunities, such as acting, directing, or playwriting, as well as teaching, community arts, or drama therapy.

However, drama education also presents several challenges, such as the need for adequate resources and support, as well as the potential for resistance or skepticism from students, teachers, or administrators.

Additionally, drama education can be a high-risk activity, as it involves students taking on new roles and challenges, and exploring sensitive or controversial themes or issues. Therefore, it is essential for drama teachers to be aware of these challenges and to take steps to mitigate them, such as providing a safe and supportive learning environment, and encouraging students to take risks and experiment with new ideas and approaches.

In terms of policy and practice, drama education is often shaped by a range of factors, such as national or state curriculum standards, school or district policies, and community or cultural expectations. For example, a school or district might have a policy that requires drama teachers to follow a specific curriculum or set of standards, or to use particular teaching methods or approaches. Additionally, drama education can be influenced by a range of theoretical perspectives, such as drama theory, educational theory, or social theory, which can inform and shape teaching practice.

The use of reflection is also an essential aspect of drama education, as it provides teachers and students with the opportunity to reflect on their learning and identify areas for improvement. Reflection can take many forms, such as written journals, verbal discussions, or peer feedback, and is used to evaluate student learning, identify areas for improvement, and inform future teaching practice. For instance, a drama teacher might ask students to reflect on their learning by writing a journal entry or participating in a class discussion, or by providing peer feedback on a performance or presentation.

In drama education, collaboration is also a key concept, as it involves working with others to create and perform dramatic scenes or characters. Collaboration can take many forms, such as working in small groups or teams, or partnering with other teachers or artists. For example, a drama teacher might collaborate with a language arts teacher to develop a dramatic scene or character that explores a particular theme or issue, such as identity or community. Similarly, a drama teacher might collaborate with a professional artist or theater company to create and perform a dramatic production or presentation.

The use of play is also an essential aspect of drama education, as it provides students with the opportunity to experiment and explore different roles, characters, and scenarios. Play can take many forms, such as improvisation, role-playing, or scripting, and is used to develop creativity, critical thinking, and problem-solving skills, as well as build confidence, empathy, and self-esteem. For instance, a drama teacher might use play to explore a particular theme or issue, such as bullying or social justice, by asking students to create and perform a series of dramatic scenes or characters that represent different aspects of the topic.

In addition to these concepts and techniques, drama education also involves the use of various resources, such as scripts, scores, or costumes, which are used to create and perform dramatic scenes or characters. Resources can also include digital media, such as video or audio recordings, or online platforms and social media, which can be used to facilitate communication, collaboration, and feedback. For example, a drama teacher might use a script or score to create and perform a dramatic scene or character, or use digital media to record and share student performances or presentations.

The use of space is also an essential aspect of drama education, as it provides students with the opportunity to create and perform dramatic scenes or characters in a variety of settings and environments. Space can take many forms, such as a theater, studio, or classroom, and is used to develop creativity, critical thinking, and problem-solving skills, as well as build confidence, empathy, and self-esteem. For instance, a drama teacher might use a theater or studio to create and perform a dramatic production or presentation, or use a classroom to explore a particular theme or issue through drama.

In drama education, time is also a key concept, as it provides students with the opportunity to create and perform dramatic scenes or characters over a period of time. Time can take many forms, such as a lesson, unit, or semester, and is used to develop creativity, critical thinking, and problem-solving skills, as well as build confidence, empathy, and self-esteem. For example, a drama teacher might use a lesson or unit to explore a particular theme or issue, such as identity or community, or use a semester to create and perform a dramatic production or presentation.

The use of feedback is also an essential aspect of drama education, as it provides students with the opportunity to reflect on their learning and identify areas for improvement. Feedback can take many forms, such as verbal or written comments, peer feedback, or self-assessment, and is used to evaluate student learning, identify areas for improvement, and inform future teaching practice. For instance, a drama teacher might provide feedback to students on their performance or presentation, or ask students to provide peer feedback on each other's work.

In drama education, assessment is also a key concept, as it provides teachers with the opportunity to evaluate student learning and progress over time. For example, a drama teacher might use a written assignment to assess student understanding of a particular concept or theme, such as the use of metaphor in drama, or ask students to perform a short play or scene to assess their ability to apply dramatic conventions and techniques.

In drama education, community is also a key concept, as it provides students with the opportunity to connect with others and build positive relationships. Community can take many forms, such as a school or district, a local theater or arts organization, or an online platform or social media group. For example, a drama teacher might use a school or district to create and perform a dramatic production or presentation, or use a local theater or arts organization to provide students with the opportunity to work with professional artists or theater companies.

The use of culture is also an essential aspect of drama education, as it provides students with the opportunity to explore and learn about different cultural contexts and perspectives. Culture can take many forms, such as a particular historical or social context, a cultural or artistic tradition, or a community or social group. For instance, a drama teacher might use culture to explore a particular theme or issue, such as identity or community, by asking students to create and perform a dramatic scene or character that represents a particular cultural context or perspective.

In drama education, identity is also a key concept, as it provides students with the opportunity to explore and learn about themselves and their place in the world. Identity can take many forms, such as a personal or social identity, a cultural or historical context, or a community or social group. For example, a drama teacher might use identity to explore a particular theme or issue, such as bullying or social justice, by asking students to create and perform a dramatic scene or character that represents a particular aspect of their identity.

The use of power is also an essential aspect of drama education, as it provides students with the opportunity to explore and learn about different forms of power and privilege. Power can take many forms, such as a personal or social power, a cultural or historical context, or a community or social group. For instance, a drama teacher might use power to explore a particular theme or issue, such as social justice or inequality, by asking students to create and perform a dramatic scene or character that represents a particular form of power or privilege.

In drama education, privilege is also a key concept, as it provides students with the opportunity to explore and learn about different forms of privilege and oppression. Privilege can take many forms, such as a personal or social privilege, a cultural or historical context, or a community or social group. For example, a drama teacher might use privilege to explore a particular theme or issue, such as social justice or inequality, by asking students to create and perform a dramatic scene or character that represents a particular form of privilege or oppression.

The use of oppression is also an essential aspect of drama education, as it provides students with the opportunity to explore and learn about different forms of oppression and resistance. Oppression can take many forms, such as a personal or social oppression, a cultural or historical context, or a community or social group. For instance, a drama teacher might use oppression to explore a particular theme or issue, such as social justice or inequality, by asking students to create and perform a dramatic scene or character that represents a particular form of oppression or resistance.

In drama education, resistance is also a key concept, as it provides students with the opportunity to explore and learn about different forms of resistance and activism. Resistance can take many forms, such as a personal or social resistance, a cultural or historical context, or a community or social group. For example, a drama teacher might use resistance to explore a particular theme or issue, such as social justice or inequality, by asking students to create and perform a dramatic scene or character that represents a particular form of resistance or activism.

The use of activism is also an essential aspect of drama education, as it provides students with the opportunity to explore and learn about different forms of activism and social change. Activism can take many forms, such as a personal or social activism, a cultural or historical context, or a community or social group. For instance, a drama teacher might use activism to explore a particular theme or issue, such as social justice or inequality, by asking students to create and perform a dramatic scene or character that represents a particular form of activism or social change.

In drama education, social change is also a key concept, as it provides students with the opportunity to explore and learn about different forms of social change and activism. Social change can take many forms, such as a personal or social change, a cultural or historical context, or a community or social group. For example, a drama teacher might use social change to explore a particular theme or issue, such as social justice or inequality, by asking students to create and perform a dramatic scene or character that represents a particular form of social change or activism.

The use of social justice is also an essential aspect of drama education, as it provides students with the opportunity to explore and learn about different forms of social justice and activism. Social justice can take many forms, such as a personal or social justice, a cultural or historical context, or a community or social group. For instance, a drama teacher might use social justice to explore a particular theme or issue, such as inequality or oppression, by asking students to create and perform a dramatic scene or character that represents a particular form of social justice or activism.

In drama education, inequality is also a key concept, as it provides students with the opportunity to explore and learn about different forms of inequality and oppression. Inequality can take many forms, such as a personal or social inequality, a cultural or historical context, or a community or social group. For example, a drama teacher might use inequality to explore a particular theme or issue, such as social justice or activism, by asking students to create and perform a dramatic scene or character that represents a particular form of inequality or oppression.

The use of community engagement is also an essential aspect of drama education, as it provides students with the opportunity to connect with others and build positive relationships. Community engagement can take many forms, such as a school or district, a local theater or arts organization, or an online platform or social media group. For instance, a drama teacher might use community engagement to create and perform a dramatic production or presentation, or use a local theater or arts organization to provide students with the opportunity to work with professional artists or theater companies.

In drama education, partnership is also a key concept, as it provides students with the opportunity to work with others and build positive relationships. Partnership can take many forms, such as a school or district, a local theater or arts organization, or an online platform or social media group. For example, a drama teacher might use partnership to create and perform a dramatic production or presentation, or use a local theater or arts organization to provide students with the opportunity to work with professional artists or theater companies.

The use of collaboration is also an essential aspect of drama education, as it provides students with the opportunity to work with others and build positive relationships. Collaboration can take many forms, such as a school or district, a local theater or arts organization, or an online platform or social media group. For instance, a drama teacher might use collaboration to create and perform a dramatic production or presentation, or use a local theater or arts organization to provide students with the opportunity to work with professional artists or theater companies.

In drama education, leadership is also a key concept, as it provides students with the opportunity to take on leadership roles and build positive relationships. Leadership can take many forms, such as a personal or social leadership, a cultural or historical context, or a community or social group. For example, a drama teacher might use leadership to explore a particular theme or issue, such as social justice or activism, by asking students to create and perform a dramatic scene or character that represents a particular form of leadership or activism.

The use of mentoring is also an essential aspect of drama education, as it provides students with the opportunity to work with experienced artists or educators and build positive relationships. Mentoring can take many forms, such as a personal or social mentoring, a cultural or historical context, or a community or social group. For instance, a drama teacher might use mentoring to provide students with the opportunity to work with professional artists or theater companies, or use a local theater or arts organization to provide students with the opportunity to work with experienced educators or artists.

In drama education, coaching is also a key concept, as it provides students with the opportunity to work with experienced artists or educators and build positive relationships. Coaching can take many forms, such as a personal or social coaching, a cultural or historical context, or a community or social group. For example, a drama teacher might use coaching to provide students with the opportunity to work with professional artists or theater companies, or use a local theater or arts organization to provide students with the opportunity to work with experienced educators or artists.

In drama education, reflection is also a key concept, as it provides teachers and students with the opportunity to reflect on their learning and identify areas for improvement. For example, a drama teacher might ask students to reflect on their learning by writing a journal entry or participating in a class discussion, or by providing peer feedback on a performance or presentation.

The use of evaluation is also an essential aspect of drama education, as it provides teachers with the opportunity to evaluate student learning and progress over time. Evaluation can take many forms, such as written assignments, practical performances, or reflective journals, and is used to monitor student understanding, identify areas for improvement, and provide feedback and guidance.

In drama education, research is also a key concept, as it provides teachers and students with the opportunity to explore and learn about different aspects of drama and theater. Research can take many forms, such as a literature review, a case study, or an action research project, and is used to inform teaching practice, develop new knowledge and understanding, and improve student learning outcomes. For example, a drama teacher might use research to explore a particular theme or issue, such as the use of drama in education, or to develop new teaching strategies and approaches.

The use of theory is also an essential aspect of drama education, as it provides teachers and students with the opportunity to explore and learn about different theoretical perspectives and approaches. Theory can take many forms, such as drama theory, educational theory, or social theory, and is used to inform teaching

practice, develop new knowledge and understanding, and improve student learning outcomes. For instance, a drama teacher might use theory to explore a particular theme or issue, such as the use of drama in education, or to develop new teaching strategies and approaches.

In drama education, practice is also a key concept, as it provides teachers and students with the opportunity to apply theoretical knowledge and understanding in practical contexts. Practice can take many forms, such as a drama workshop, a theater production, or a community arts project, and is used to develop new skills and knowledge, build confidence and self-esteem, and improve student learning outcomes. For example, a drama teacher might use practice to explore a particular theme or issue, such as the use of drama in education, or to develop new teaching strategies and approaches.

The use of policy is also an essential aspect of drama education, as it provides teachers and students with the opportunity to explore and learn about different policy contexts and frameworks. Policy can take many forms, such as a national or state curriculum, a school or district policy, or a community or social policy, and is used to inform teaching practice, develop new knowledge and understanding, and improve student learning outcomes. For instance, a drama teacher might use policy to explore a particular theme or issue, such as the use of drama in education, or to develop new teaching strategies and approaches.

In drama education, advocacy is also a key concept, as it provides teachers and students with the opportunity to promote and support the use of drama in education. Advocacy can take many forms, such as a campaign or petition, a presentation or workshop, or a research project or publication, and is used to raise awareness, build support, and improve student learning outcomes. For example, a drama teacher might use advocacy to promote the use of drama in education, or to develop new teaching strategies and approaches.

The use of community is also an essential aspect of drama education, as it provides teachers and students with the opportunity to connect with others and build positive relationships. Community can take many forms, such as a school or district, a local theater or arts organization, or an online platform or social media group, and is used to develop new skills and knowledge, build confidence and self-esteem, and improve student learning outcomes. For instance, a drama teacher might use community to create and perform a dramatic production or presentation, or use a local theater or arts organization to provide students with the opportunity to work with professional artists or theater companies.

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The use of feedback is also an essential aspect of drama education, as it provides teachers and students with the opportunity to reflect on their learning and identify areas for improvement.