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John Andreasen

**Nordic Survey: Nordic Drama Pixi 2015. Drama
teaching and education in the Nordic Countries**

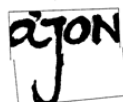
John Andreasen

Nordic Drama Pixi 2015

Drama teaching & education in the Nordic Countries – a short cut



FLÍSS



2015

Nordic Drama Pixi 2015-
Drama teaching & education in the Nordic Countries – a short cut
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Introduction

Nordic Drama Pixi 2015 is a preliminary result of a (personal) need for mutual knowledge about drama, dramatics, drama teaching in the Nordic countries in order to have an improved dialogue about similarities and differences between the nations – a small platform for further investigation, exchange and development.

Two basic struggles seem to have been general in the Nordic countries concerning drama for many years according to e.g. the periodicals 'Drama' (Nordic) and 'Rampelyset' (Danish):

- 1) Fights for drama as a respected, basic subject especially in primary and lower secondary education – and better educational possibilities for teachers' training in drama.
- 2) Fights on terms, theories, models, methods, practices, research methods - visions about drama development.

A lot of good articles and books have been written over the years concerning these matters. And fortunately there is still a huge amount to be developed and researched. Unfortunately interesting people and projects still seem to vanish without being examined thoroughly enough in time. May this paper be a small part of a start of an inter-Nordic attempt to explore, express & exchange experiences and ideas in creating and researching drama & theatre teaching.

Maybe it will soon be time for a (mini) drama encyclopedia – after 'Drama & Democracy'?

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Aarhus 27th of July 2015

DRAMA PEDAGOGICS

Dramapædagogik (DP) – in English: drama or drama education – is a Nordic invention from the beginning of the 1970s. The term covers a wide range of theories and practices in drama and theatre teaching used for educational and cultural formation reasons from pre-school to further education and leisure time activity. Ideally personal and societal and/or artistic acknowledgement and development is increased through the participants' own creative activity and refleksion in a combination between sensation, movement, feelings, speech, intellect and imagination.

Theatre has been used for different direct or indirect pedagogic and didactic reasons through the entire European history of education from ancient Greece to the 21st century. DP in the 20th century was strongly influenced by thoughts about a more liberate child upbringing and the meaning of play for learning and the development of personality from people like Rousseau (Fr., 1712-78), Pestalozzi (Schw., 1746-1827), Fröbel (Ger., 1782-1852), Vygotski (Rus., 1896-1934), Montessori (Ital., 1870-1952), Dewey (US, 1859-1952) og Piaget (Schw., 1896-1980). And much DP seems to be based on the work of Russian and American theatre pedagogues that has been adapted for DP.

Today's DP uses materials and working methods from rituals, antique tragedies and comedies to modern performance and multimedia plus a wide range of methods and expressions from other working areas. And we still distinguish between three main aims for DP, which can also be combined in many ways: 1) Drama for personal and social development, 2) Drama for understanding of a topic and 3) Drama as an aesthetic/artistic processing and communication. Ideally the active participants are a) developed personally as well as socially, b) they learn about a topic and c) they learn about aesthetic forms and processes by creating a more or less personal product, which communicates their acknowledgement and competences.

Form, content and ways of working in DP have resulted in many interesting debates over the years concerning the relationship between drama and theatre, subject and method, process and product, theory and practice, art and pedagogics, DP and therapy for instance. Oppositions that may sometimes be strong and sometimes interwoven in reality. A few historic references:

Coggin, Ph. A. *Drama and Education. A historical Survey from Ancient Greece to the present Day* 1956; Braanaas N (red.) *Drama - et moderne pedagogisk prinsipp* 1967; Braanaas, N - *historie og teori - Det 20. århundre* 2008 (1985); Braanaas N *Barn, ungdom og teater. Fra antikken til det 19. århundre* 2001; Rasmussen, Bjørn K "Å være eller late som om...". *Forståelse av dramatisk spill i det tyvende århundre* 1991; Rasmussen V *Drama - kunst eller pedagogik?* 2000; Rasmussen B *Meninger i mellom. Perspektiv på en dramatisk kulturarena* 2001; Pusztai, I *Stanislavskij-variasjoner. Skådespelarövningar som didaktiska instrument i pedagogiskt drama* 2000; Grünbaum A *Psykodrama och dramapedagogik – et jämförande studie* 2000.

Slade, P *Child Drama* 1954; Lipschütz D *Dynamisk Pedagogik* 1971; Witkin R W *The Intelligence of Feeling* 1974; Boal A *For et frigørende teater* 1979; Ebert H & Paris V *Rollespil og politisk pædagogik. Praktiske og teoretiske erfaringer fra Kindertheater im Märkischen Viertel* 1979; Wagner B J *Dorothy Heathcote. Drama as a learning medium* 1980; Hornbrook D *Education and Dramatic Art* 1989; Jackson T *Learning Through Theatre. New Perspectives on Theatre in Education* 1993; Bolton G *Acting in classroom drama: a critical analysis* 1999.

Kongsrud, L og Rosdahl, E *Dramatik. Lærebog i pædagogisk drama* 1968; Højgård B *Gruppedramatik og gruppeterapi - på grundlag af Christianshavnsgruppen* 1971; Weinreich T *Terminologiproblemer* IN *Drama* nr. 2 1972; DATS *Betænkning om uddannelse af dramalærere* 1973; Szatkowski J *Når kunst kan bruges... - om dramapædagogik og æstetik* IN *Dramapædagogik i nordisk perspektiv* 2 1985; Wright D K & Abildgaard K *Ej blot for sjov. En bog om drama, kulturarbejde og pædagogik* 1987; Elung-Jensen P *Spillevende Dramatik og Teater* 1995; Krøgholt I *Performance og drama-pædagogik - et krydsfelt* 2001. Kobernagel L *Skuespilleren på arbejde* 2009.

NORDIC DRAMA – A CONCISE VOCABULARY

1	England	Danmark/Denmark	Suomi/Finland
2	Education	Uddannelse	Kasvatus
3	Compulsory	Obligatorisk (1.-9. (10.) klasse)	Pakollinen
4	Pre-School	Før-skole (5-6 år)	Esikoulu
5	Nursery/Infants School	5-6 år (Børnehaveklasse)	Esikoulu 6-7 v. compulsory*
6	Comprehensive	Folkeskole (6-16 år): 1.-9. (10.) klasse	Peruskoulu (7-16 v.): 1. -9. luokkaa
7	Primary Education	Grundskole	Peruskoulu (7-16v)
8	Infant School	6-7 år (0. klasse)	Esikoulu 6 -7 v.
9	Junior School	7-11 år (1.-5. klasse)	7-12v (1.- 6.luokka)
10	Lower Secondary Education	12-16 år (6.-10. klasse)	13 -15v. (7. - 9. luokka)
11	-	Efterskole	Iltapäivätoiminta 1.-2.luokka
12	-	Ungdomsskole	-
13	Art School, Music School etc.	Kulturskole (frivillig): teater m.v.	Taiteen perusopetus: vapaaehtoinen
14	Drama (Lower Secondary)	Drama (Folkeskole/pæd.udd)	Draama Ammattikorkeakouluissa
15	Further Education	Ungdomsuddannelse (16-18 år)	Ammatillinen koulutus ja Lukiokoulutus (16-18v)
16	Upper Secondary Education	Gymnasium (16-18 år) Studentereksamen (stx) & HF	Lukio 16 - 18 (19) v Ylioppilastutkinto
17	Drama (at high school/college)	Dramatik (gymnasiet/hf): Stx (C or B level) HF: C	Draama*
18	Vocational Education	Erhvervsuddannelse	Ammattikoulutus
19	Adult Education	Voksenuddannelse	Aikuiskoulutus
20	Higher Education	Videregående uddannelse (18-23-... år)	?
21	Teachers Training College	VIA University College: lærere, pædagoger	Yliopisto (opettajankoulutus. kasvatustieteellinen tiedekunta)
22	Director's, actors' etc. training	Professionel kunst- uddannelse (teater)	Ammatillinen taidekasvatus (Teatterikorkeakoulu)
23	College/University	Universitet	Ammattikorkakoulu/Yliopisto
24	Bachelor	Bachelor	Kandidaatti

1	Ísland/Iceland	Norge/Norway	Sverige/Sweden
2	Menntun	Utdanning	Utbildning
3	Lögboðin skólaskylda	Obligatorisk Opplærings plikt (1-10 kl) Opplærings rett (11-13 kl)	Obligatorisk (skolplikt, 1.-9. årskurs)
4	Forskóli	Før skolealder	Förskola
5	Leikskóli	Barnehage	Förskola: frivillig från 1 år
6	Grunnskóli	Grunnskole (6 - 16 år) 1.-10. klasse	Förskoleklass (frivillig från 6 år)
7	Grunnskóli	Grunnskole (1.-10. klasse): Småskoletrin (1.-4. kl.) +*	Grundskola (6-16 år, obligatorisk årskurs (åk))
8	Leikskóli	*Barneskolen (1-7 klasse – 6-13 år)	Ingen indelning längre! *
9	Leikskóli	Mellomtrinnet (5-7 klasse) 11-13 år	Se ovan
10	Unglingadeild	Mellomtrinnet (se over)	Se ovan
11	-	-	-
12	Unglingadeild	Ungdomsskolen (8-10 klasse) 14-16 år	-
13	Listaskóli	Kulturskole (6 – 18 år)	Kulturskola (frivillig)
14	Leiklist í kennslu	Drama – valfaget Sal og scene	Drama
15	Framhaldsnám	Videregående utdanning	Se sedan!
16	Framhaldsskóli	Videregående skole (11-13 klasse, 16 – 18 år)	Gymnasium (16 -19 år) Frivillig 3-årig utbildning
17	Leiklist í kennslu	Musikk – Dans – Drama	Drama (obligatorisk) inom Teaterinriktning*
18	Starfsmenntun	Yrkesfaglig utdanning	Yrkesutbildning
19	Fullorðinsfræðsla	Voksenopplæring	Komvux: kommunal vuxenutbildning från 20 år
20	Háskólar	Høyere utdanning (18-23 - ... år)	Folkhögskola (från 20 år, 1-årig eller 2-år) *
21	Menntavísindasvið HÍ	Grunnskolelærerutdanning Barnehagelærerutdanning Praktisk pedagogisk utdan.	Teaterlærerutbildning på Högskolan
22	List- og verkgreinar	Kunstutdanning	Dramatiska Institutet och scenskolor
23	Menntaskóli/Háskóli	Høyskole/ universitet	Universitet/Högskola*
24	Bachelor	Bachelor	Kandidat = Bachelor och kandidat

1	England	Danmark/Denmark	Suomi/Finland
25	-	Diplom-uddannelse	-
26	Masters Degree (M.A.)	Kandidat	Kandidaatti
27	M.A.	Master	Maisteri
28	ph.d.	ph.d.	ph.d.
29	(ph.d)	dr.phil.	Fil.tri
30	Teaching, Course	Undervisning	Opetus
31	(National) Curriculum	Læreplan	Valtakunnallinen opetussuunnitelma
32	Compulsory Reading	Pensum	Opetussuunnitelma
33	Term	Semester	Lukukausi
34	Grading Scale (A-E)	Karakterskala (7-skala)	Arvosteluasteikko
35	Society/Association	Forening	Yhdistys
36	Regulations	Vedtægter	Säännöt
37	Law	Lov	Laki
38	Basic Education	Grunduddannelse	Perusopetus
39	Main Subject	Liniefag	Suuntautuneisuus
40	Optional Subject	Valgfag	Valinnaisaine
41	-	Fagkonsulent	Ammatinvalinnan ohjaaja
42	Subject	Fag	Ala
43	Method	Metode	Menetelmä
44	Class	Klasse	Luokka

*:

Finland 5: Esikoulu is compulsory in Finland since 1.1.2015, given mostly in Kindergarten
 Finland 17: Peruskoulussa draaman käyttöä opetusmenetelmänä lisätään sekä äidinkielen että yhteiskuntaopin opetuksess

Associations

International	Denmark	Finland
AITA/IATA: http://www.aitaiata.org/	Danmarks Dramalærerforening: www.dk-drama.dk	FIDEA http://fideafinland.weebly.com/
IDEA: http://www.idea-org.net/en/	Dramatiklærerforeningen: www.emu.dk/soegning/dramatik	TNL (Työväen Näyttämöiden Liitto): www.tnl.fi
IDIERI: http://idieri2015.org/about_idieri.html	Dansk Amatør Teater Samvirke: www.dats.dk	SHT (Suomen harrastajateatteri-liitto): www.shtl.fi
Drama Boreale 2015: http://dramaboreale.dk/	Amatørernes Kunst & Kultur Samråd: www.akks.dk	FSU (Finlands Svenska Ungdoms-förbund): www.fsu.fi

1	Ísland/Iceland	Norge/Norway	Sverige/Sweden
25	Diploma	Diplomutdannelse	-
26	M.A.	Master	Master och Magister*
27	M.A.	Master	Master
28	Doktorsgráða	ph.d.	doctorand?
29	Doktorsnám	dr. phil.	Fil.dr (Docent)?
30	Kennsla, námskeið	Undervisning, kurs	Undervisning
31	Aðalnámskrá	Læreplan	Läroplan/kursplan
32	Misseri	Læreplan/ pensum	Riktlinjer
33	Námsætlun	Semester	Termin
34	Einkunnarskali	Karakterer (A- E/F)	Betygsskala (A – F)
35	Samtök	Forening	Förening
36	Reglur	Vedtekter	Stadgar
37	Lög	Lov	Lag
38	Grunnnám	Grunnutdanning	Grundutbildning
39	Kjörsvið	Studieretning	Inriktning
40	Valfag	Valgfag	Valbara ämnen
41	Fagráðgjafi	Fagkonsulent	Utbildningsråd
42	Fag	Fag	Ämne
43	Kennsluaðferð	Metode	Metod
44	Bekkur	Klasse	Klass

*:

Sweden 8: Förr hette det lågstadiet, mellanstadiet och högstadiet

Sweden 17: Estetiska programmet Teaterinriktning är studieförberedande för högre utbildning

Sweden 20: Västerbergs Folkhögskola har en 2-årig Dramapedagogutbildning

Sweden 23: Grundnivå: Högskoleexamen, Kandidat och Yrkesexamen

Sweden 26: Avancerad nivå: Master 2 år heltidsstudier, Magister 3 år heltidsstudier

Associations

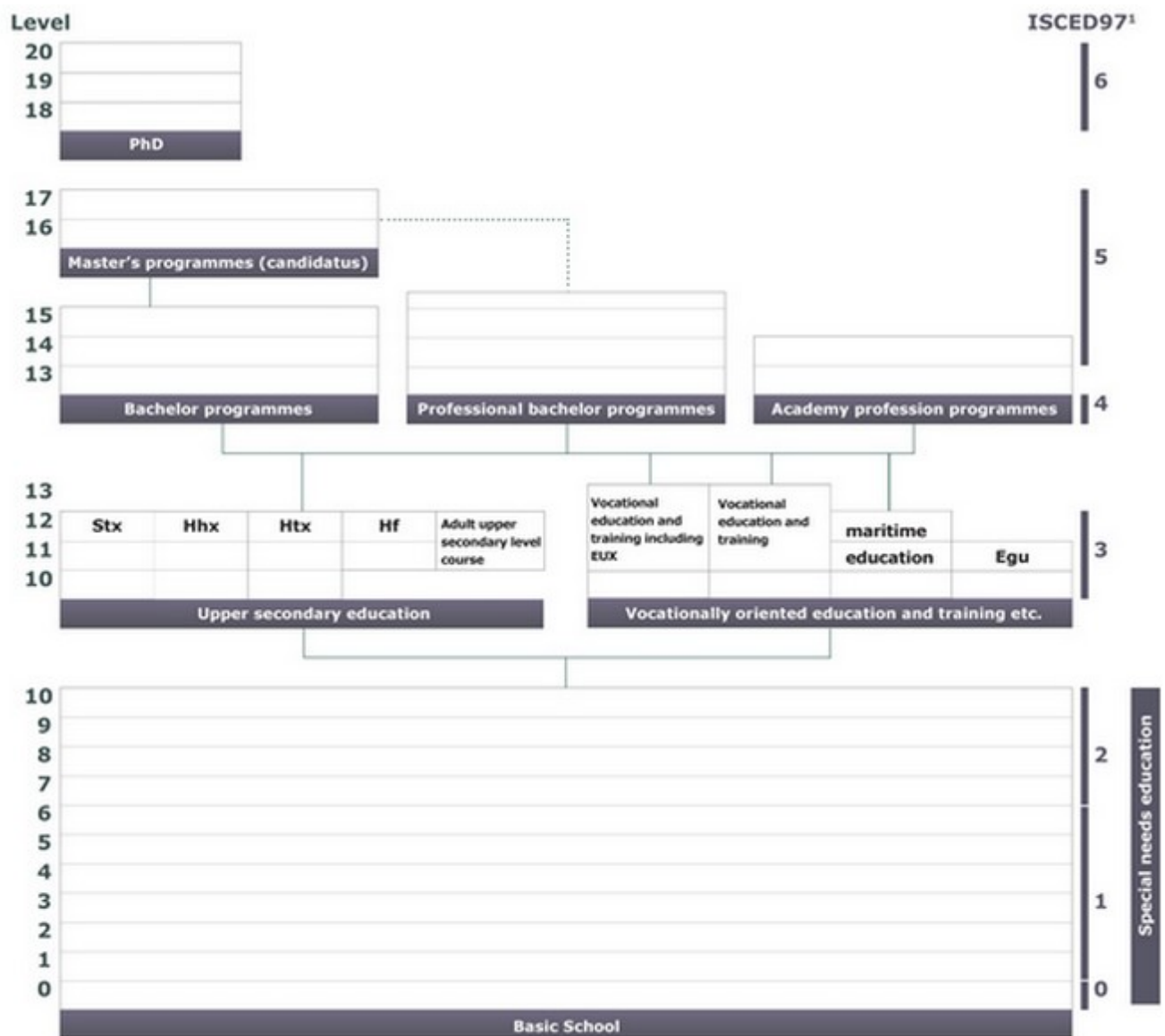
Iceland	Norway	Sweden
FLÍSS: www.fliss.is	Drama- og teaterpedagogene: http://www.dramaiskolen.no/	Riksorganisationen Auktoriserade Dramapedagoger RAD: www.dramapedagogen.se
BÍL: www.leiklist.is	Norsk amatørteaterforbund: www.natf.no	Läraryrkesförbundet: https://www.lararforbundet.se
	Norsk teaterråd: www.teater.no/	Teaterförbundet: www.teaterforbundet.se
		SMOK: www.smok.se
		BaS: www.barnkulturcentra.se
		ATR: www.atr.nu
		ATF: www.arbetarteater.nu
		SFAT (Sverigefinska Amatörteaterförbundet): http://word.rskl.se/teateri/?lang=sv
		Svenskt Amatörteaterråd (SAR): http://www.atr.nu/lankar/sar

DANMARK/DENMARK

Area & Inhabitants: 43.094 km² - 5.639.719

Overview of the Danish Education System

Get an overview of how the Danish Education System is structured.



[http://www.denstoredanske.dk/Erhverv, karriere og ledelse/P%C3%A6dagogik og uddannelse/Skole og SFO/dansk skolehistorie](http://www.denstoredanske.dk/Erhverv,_karriere_og_ledelse/P%C3%A6dagogik_og_uddannelse/Skole_og_SFO/dansk_skolehistorie)

Danish education goes back to the Middle Ages. Despite improvements over the centuries the first real progress took place in 1814 with the ordinance about rural as well as urban Board Schools (almueskoler). In 1958 the basic lines for a modern comprehensive school were drawn, and in 1960 and 1961 two basic reports were published: The Blue Report (Den blå

betænkning) and The Red Report (Den røde betænkning) respectively containing curricula (læseplaner) for com-prehensive (folkeskolen) and college (gymnasium). In 2001 and 2003 clear common aims and intermediate aims (delmål) for comprehensive, and in 2005 upper secondary education (stx gymnasium and hf) was deeply reformed:

<http://eng.uvm.dk/Fact-Sheets/Upper-secondary-education>

<http://www.uvm.dk/~media/UVM/Filer/Udd/Gym/PDF12/121207%20Gymnasireformen.pdf>

In 2014 comprehensive had a deep reform:

<http://eng.uvm.dk/~media/UVM/Filer/English/PDF/140708%20Improving%20the%20Public%20School.pdf>

http://eng.uvm.dk/~media/UVM/Filer/English/PDF/131007%20folkeskolereformaftale_ENG_RED.pdf

In 2015 advantages and disadvantages of both reforms are heavily discussed politically. And since 2012 a new collaborative initiative in education has been launched openly for all types of institutions educating children and young people called 'New Nordic School' (Ny Nordisk skole): <http://nynordiskskole.dk/Service/New-Nordic-School>

Pre-Primary Education

The initial stage of organised instruction designed primarily to introduce very young children to a school-type environment. This stage comprises kindergartens and pre-school classes. Upon completion of this stage, children continue their education at the next stage (primary education).

Primary and Lower Secondary Education

The Danish Folkeskole is a comprehensive school covering both primary and lower secondary education, i.e. the first (grade 1 to 6) and second (grade 7-9/10) stage basic education or in other words it caters for the 7-16/17-year-olds.

It comprises the Folkeskole, private elementary schools, continuation schools.

Upper Secondary Education

This level of education typically begins at the end of full-time compulsory education. In Denmark, this level divides into:

1. General education qualifying for access to higher education and
2. Vocational or technical education qualifying primarily for access to the labour market.

[http://eng.uvm.dk/Fact-Sheets/Upper-secondary-education/The-Gymnasium-\(stx\)](http://eng.uvm.dk/Fact-Sheets/Upper-secondary-education/The-Gymnasium-(stx)) and

[http://eng.uvm.dk/Fact-Sheets/Upper-secondary-education/The-Higher-Preparatory-Examination-\(hf\)](http://eng.uvm.dk/Fact-Sheets/Upper-secondary-education/The-Higher-Preparatory-Examination-(hf))

Adult Education and Continuing Training

Formal and non-formal education for adults, e.g. VUC, AMU, folk high schools etc.

Further Education

Universities offer education at BA, MA and Ph.D. level. VIA University Colleges offers BA and PD (Diplomuddannelser).

Drama Education:

Drama is not a basic subject in **teachers'** training at teacher training colleges (lærerseminarier): <https://www.retsinformation.dk/Forms/R0710.aspx?id=170032> (BEK nr 593 af

01/05/2015) except at Den frie Lærerskole in Ollerup (<http://www.dfl-ollerup.dk/>), where it is an elective main subject (linie-fag):

<http://www.dfl-ollerup.dk/laereruddannelse/undervisningsplan-og-fag/linie-fag/drama-og-teater.aspx>).

But in a few places teachers can get a diploma or M.A. in drama as a part of in-service training (efteruddannelse):

<https://www.ug.dk/uddannelser/diplomuddannelser/paedagogik/diplomuddannelsepaedagogik/drama-pd>

BEK nr 768 af 02/07/2012: <https://www.retsinformation.dk/Forms/R0710.aspx?id=142784>

http://ucl.dk/wp-content/uploads/2013/05/drama-ny_pd_studieordning-1-8-2014_gaeldende-m_f.pdf

Pedagogues (teachers in Kindergarten, teachers in leisure time institutions, social workers: børnehavepædagoger, fritidspædagoger, socialpædagoger) are educated in the University College-system (professionshøjskoler):

<https://www.ug.dk/uddannelser/professionsbacheloruddannelser/paedagogiskeuddannelser/paedagog>

The use of drama in the education of pedagogues may go back to Sofie Ribbjerg's Montessori courses for teachers in Kindergarten from 1928 and onwards. But not until 1970 was drama a basic subject in the 3 years' study for either Kindergarten, leisure time (fritid) or social work. Until then – and after – committed students had to take courses held by e.g. Society for Pedagogic Drama (Selskabet for Pædagogisk Drama) or Danish Amateur Theatre Association (DATS) to widen their competences.

In 1996 educations for pedagogues were still struggling with the implementation of the reform from 1992 that tried to turn the former, separate educations for teachers in kindergarten, teachers in leisure time institutions, social workers into a general education. Smaller reforms followed in 2006. But in 2014-15 a complex and very detailed, revised edition of the education before 1992 has started – built up of modules without basic subjects (fag): Bekendtgørelse af lov om pædagoguddannelse (BEK nr 824 af 02/07/2015): <https://www.retsinformation.dk/Forms/R0710.aspx?id=172920>

Before 1992 the creative subjects had a relatively strong position even though the amount of hours could differ very much from institution to institution. The student had to work with drama as not only a method but also a subject, but from 2006 it became a part of a combination – Expression, Music & Drama – and the students could choose between that and two other combinations without explicit use of drama. From 2014 there are aims for competences/knowledge/skills (competence-, videns- og færdighedsmål) and no specific subjects, and the demands for learning are so comprehensive, that there may only be very little time to teach any drama for real even if some teachers try to gather some space for it.

Teachers in dramatics in college (gymnasium & hf) are educated at Department of Dramaturgy and Musicology at Aarhus University (AU):

<https://mit.au.dk/EDDI/webservices/DokOrdningService.cfc?method=visGodkendtOrdning&dokOrdningId=8784&sprog=da>

<https://mit.au.dk/EDDI/webservices/DokOrdningService.cfc?method=visGodkendtOrdning&dokOrdningId=8784&sprog=da>

<https://mit.au.dk/EDDI/webservices/DokOrdningService.cfc?method=visGodkendtOrdning&dokOrdningId=10327&sprog=da>

Or at Theatre and Performance Studies at Copenhagen University (KU):

http://hum.ku.dk/uddannelser/aktuelle_studieordninger/teatervidenskab/teatervidenskab_batv.pdf

<https://mit.au.dk/EDDI/webservices/DokOrdningService.cfc?method=visGodkendtOrdning&dokOrdningId=8784&sprog=da>

http://hum.ku.dk/uddannelser/aktuelle_studieordninger/teatervidenskab/teatervidenskab_og_performance_studier_ka.pdf

Drama Teaching

In the **comprehensive school** drama is recommended as a learning tool in some basic subjects. But it can also be chosen as an independent subject in some schools in 8th or 9th grade. Actually that has been possibility since 1977 despite the lack of educated drama teachers:

http://www.uvm.dk/~media/Publikationer/2009/Folke/Faelles%20Maal/Filer/Faghaefter/090708_drama_07.pdf

The aim of the teaching in drama is to develop the pupils wish and skills to use drama as a mean of expression and to encourage their knowledge about and joy of the special art of communication in theatre. Teaching shall develop the pupils' understanding and use of the dramatic expression as a possibility to identify themselves in human beings, situations and milieus. The pupils shall – through practice - increase their understanding of the special bodily, aesthetic and social possibilities of the dramatic way of expression.

In **upper secondary** education dramatics – the term used in gymnasium/stx & hf – is recommended for learning in other subjects and used in cross over projects (tværfagligt samarbejde). But since 1989 dramatics have been an elective subject in many high schools/colleges. And today most colleges offer dramatics as an elective subject including final examination. Most teaching is at a C-level, a few on B-level, and over the years very few colleges were allowed to teach on an A-level for a short period.

Curriculum for dramatics at B level in stx:

<https://www.retsinformation.dk/Forms/R0710.aspx?id=152507#Bil16>

Curriculum for dramatics at C level in stx & hf:

<https://www.retsinformation.dk/Forms/R0710.aspx?id=152507#Bil17>

At C level the students' independent productions, presentations and analyses of stage actions and expressions are central parts of the subject.

At least since the late 1960s and early 1970s dramatics have been taught in college. In the beginning in few institutions of course, and already in 1975 the first draft for an announcement and instruction for dramatics were published in the member magazine for teachers of dramatics, *replik*. But not until 1979 the Ministry of Education officially announced guidelines for dramatic experiments. In 1989 dramatics basically got its contemporary status.

Before the college reform in 2005 students had to have visual arts and music on C level. As a part of the reform they can choose between 4 or 7 artistic subjects (visual arts, music, media, multimedia, design, dance and drama), and now they may choose only one on at least C level. That may have created a larger competition between the subjects. At least after some years of growing participation drama seems to decrease a slight bit.

In **leisure time** education a lot of drama or culture schools (kulturskoler) teaches children and young people drama and theatre nowadays and the amateur theatre association DATS creates a lot of courses for members and non-members.

Associations

Danmarks Dramalærerforening, Danish Drama Teachers Association (DDLDF): www.dk-drama.dk. On the 26nd of February 1967 Selskabet for pædagogisk drama (Society of Pedagogical Drama) was founded. In 1975 the society was split up in two and changed its name to Dansk Dramalærerforening. 'The Rebels' founded Dramatiklærerforeningen for gymnasiet og HF (Teachers of Dramatics in College and HF). 1980 Dansk Dramalærerforening changed its name to Danmarks Dramalærerforening: De første 25 år <http://dk-drama.dk/foreningen?id=78:ddlf-1967-1992&catid=87>

Danmarks Dramalærerforening is an association for anyone working with drama, theatre, pedagogics and education. It is a part of the practical-musical (praktisk-musisk) unit in Danish Teachers' Association (Danmarks Lærerforening), but the members are employed in

Aims of DDLF: To work for:

the strengthening of drama and theatre as a subject and methods
development of research in drama/theatre pedagogics
present the content of the subject to members and others

DDLDF publishes *Drama & teater* twice a year (June & December):

<http://dk-drama.dk/tidsskrift/d-t-indhold>

Originally it was called *Drama-Nyt* (Drama News) and was started around 1966. After a small transition with different names in 1991-92 the title was altered to *Drama & teater – i undervisningen* (Drama & Theatre - in Education) in 1992. And since 2011 the title has been *Drama & teater*.

Dramatiklærerforeningen (Teachers of Dramatics): www.emu.dk/soegning/dramatik was founded in 1975 as Dramatiklærerforeningen for Gymnasiet og HF. In 1979 it was changed to Dramatiklærerforeningen for de 16-19 åriges uddannelser, and around 1991 only Dramatiklærerforeningen, that has published *Replik* since 1976 called *RePlikker* since 2011: <http://www.emu.dk/modul/replikker-dramatikl%C3%A6rerforeningens-medlemsblad>.

The association's aims are: To promote drama teaching in upper secondary and take care of the professional and pedagogic interests of their members

Dansk Amatør Teater Samvirke (DATS), Danish Amateur Theatre Association:

www.dats.dk – was founded on the 14th of November 1948. Today it is also called DATS Landsforeningen for dramatisk virksomhed (The National Association for Dramatic Activities) under the motto '*Theatre unites artistic activity with human development*'.

From the start in 1948 DATS competed with other organizations for amateur theatre, and not until 1964 it was the only national organization. One of the big inspirations for DATS was the work of the director Just Thorning (1894-1983) to raise the standard in amateur theatre and his collaboration with British Drama League that had organized amateurs as well as professionals since the 1920s. Since the 1940s Thorning and Arne Aabenhus (1913-2008) worked closely together. DATS was deeply involved in the creation of AITA/IATA in 1952 and NAR (Nordisk Amatørteaterråd) in 1967 for instance. Today DATS is e.g. a founding member of Amatørernes Kunst & Kultur Samråd (AKKS) since 1998, where it changed its

name from Samrådet for amatørkor, -orkestre, -teatre (og folkedansere) Samrådet for amatørkor, -orkestre, -teatre (og folkedansere) founded in 1974 – www.akks.dk.
Over the years DATS has introduced a number of international drama teachers to Denmark.

Challenges & Solutions

- 1) Lack of basic drama education for teachers and pedagogues
- 2) The Comprehensive Reform from 2014 without drama as a subject or basic methods
- 3) The Impetus Reform (fremdriftsreformen) for further education:
<http://studerende.au.dk/en/counselling/study-progress-reform/>
- 4) The Dimensioning Plan (dimensioreringsplanen) for further education (downsizing):
<http://ufm.dk/en/education-and-institutions/higher-education/adjustment-of-student-intake-in-higher-education-programmes/adjustment-of-student-intake-in-higher-education-programmes>

Pioneers – Veterans – New ... (1., 2. & 3. generation)

1. E.g.:

Kaj Nielsen
Leif Kongsrud
Ejner Rosdahl
K.B. Mønsted
Inga Mortensen
Else Baadsager
Sven Møller Nicolaisen
Østergadeforsøget
...

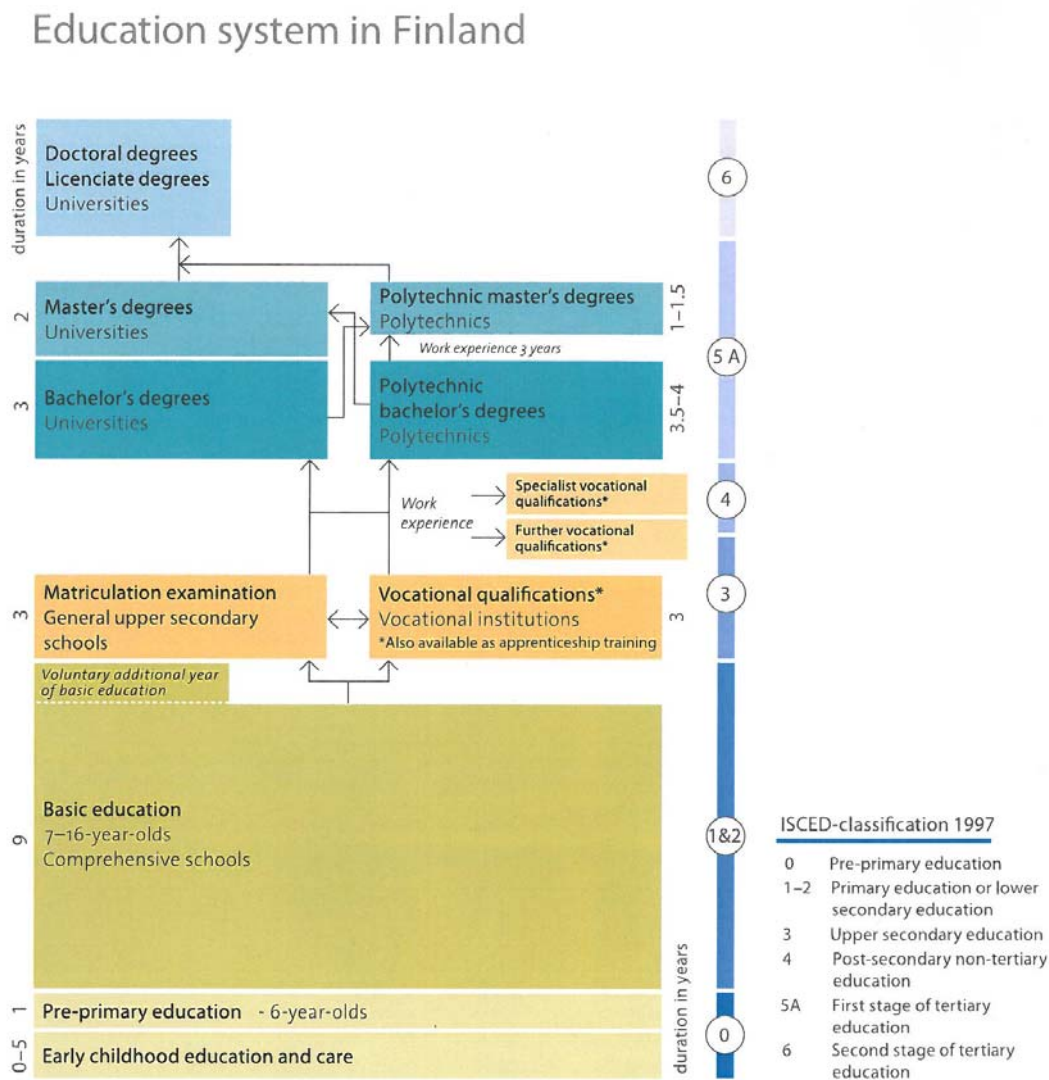
2. E.g.:

Sejer Andersen
David Keir Wright
Kurt Abildgaard
Kirsten Thonsgaard Hansen
Hubert Franz
Søren Fribert
Dan Olsen
Jakob Kiørboe
Flemming Rasmussen
Charlotte Lorentzen
Peter Elung Jensen
Hedvig Gerner Nielsen
Janek Szatkowski
Ida Krøgholt
Mads Th. Haugsted
Klaus Thestrup
Erik Bentsen
...

SUOMI/FINLAND

Area & Inhabitants: 338.424 km² - 5.470.820

www.minedu.fi/export/sites/default/OPM/Koulutus/koulutusjaerjestelmae/liitteet/finnish_education.pdf



www.minedu.fi/OPM/Koulutus/koulutusjaerjestelmae/index.html?lang=en

Education System in Finland

The Finnish education system is composed of:

- 1) nine-year basic education (comprehensive school) for the whole age group, preceded by one year of voluntary pre-primary education
- 2) upper secondary education, comprising general education and vocational education and training (vocational qualifications and further and specialist qualifications)
- 3) higher education, provided by universities and polytechnics

Higher education is offered by universities and polytechnics. Both sectors have their own profiles. Universities emphasise scientific research and instruction. Polytechnics, also known as universities of applied sciences, adopt a more practical approach.

Adult education is provided at all levels of education. Adults can study for a general education certificate or for a vocational qualification, or modules included in them, take other courses developing citizenship and work skills, or pursue recreational studies.

Drama Education

Since 1990 it has been possible for teacher students to specialize also to be competent drama teachers in the University of Jyväskylä.

Since 1991 the continuing education department has organised to teachers cum laude – study degrees, which gives them competence to teach drama in schools.

Since 1993 drama leaders (teatteri-ilmaisun ohjaajia) have been educated at Theatre Academy in Helsinki, which has also offered shorter and longer theatre courses for teachers and leaders.

Since 1997 Dance- and Theatre pedagogical department has also educated drama teachers (teatteri-ilmaisun opettajia), who are competent to teach drama in schools and other institutions.

Universities of Helsinki, Tampere, Turku, Joensuu and Oulu also have drama as a special subject in their teacher training departments.

Since 1997 drama teachers (ilmaisutaidon opettaja) have been educated at Theatre High-school in Helsinki and at Tammerfors University. The University in Jyväskylä has an even longer tradition. At some universities drama pedagogic is a subject at a basic niveau (Bachelor?). Leisure time courses in drama are taught in many places.

Drama Teaching

2009-10 drama and ethics were proposed as independent subjects in Primary education (Peruskoulu, 7-16 years), but they were turned down. That means that drama is still only recommended as a working method in other subjects. Still it can be an art subject to choose in the curriculum in many schools.

In Upper Secondary education (Lukio) Theatre Art is a subject to choose including a curriculum, and students may have a diploma if they want to.

Drama is also taught in Culture Schools or folk high-schools for instance or by amateur theatre organisations.

Associations



Suomen draama- ja teatteriopetuksen liitto
Drama- och teaterundervisning i Finland rf.
The Finnish Drama/Theatre Education Association

FIDEA <http://fideafinland.weebly.com/>

FIDEA at Facebook: <https://www.facebook.com/groups/132999280045501/>

FIDEA was founded 1972 to promote and advocate drama and theatre as a subject and method in education. Its official languages are Finnish and Swedish.

It is the national association for Finnish drama teachers, researchers, directors and students and acts for its members in educational drama and theatre policy.

FIDEA is the official representative of Finland in **IDEA** (International Drama/Theatre and Education Association) and its ordinary member since 1992, when IDEA was founded.

FIDEA journal is published 2 times a year.

FIDEA

- promotes drama, theatre and cultural education in national and international context
- develops cooperation in educational, cultural and social fields
- promotes network between different professionals in all sectors of community
- provides a forum for educational communication through all art forms
- organises vocational short courses and seminars for members and others interested
- collects and produces information of drama researches, studies and literature
- promotes in theory and practice the relationship between drama/theatre and education.
- takes part in the development of pedagogical, educational and cultural policy
- facilitates international exchange and contact with other educational drama/theatre organisations and teachers
- participates international seminars and congresses

Other organizations

TNL (Työväen Näyttämöiden Liitto), The Finnish Theatre Organization, was founded in 1920, is the official association of Amateur and Professional Theatres in Finland – due to the long tradition for cooperation: www.tnl.fi

TNL publishes a journal called Näytös-lehti four times a year.

SHT (Suomen harrastajateatteriliitto), The Finnish Amateur Theatre Association, was founded in 1948: www.shtl.fi

SHT publishes *Repliikki* 4 times a year.

FSU (Finlands Svenska Ungdomsförbund) The Finnish-Swedish Youth Association, was founded in 1888: www.fsu.fi

Publication: Uf-tidningen and monthly info via email to members.

All associations and organizations offer courses for members as well as non-members.

Challenges & Solutions

The biggest challenge is to get drama as an independent subject into school curriculum.

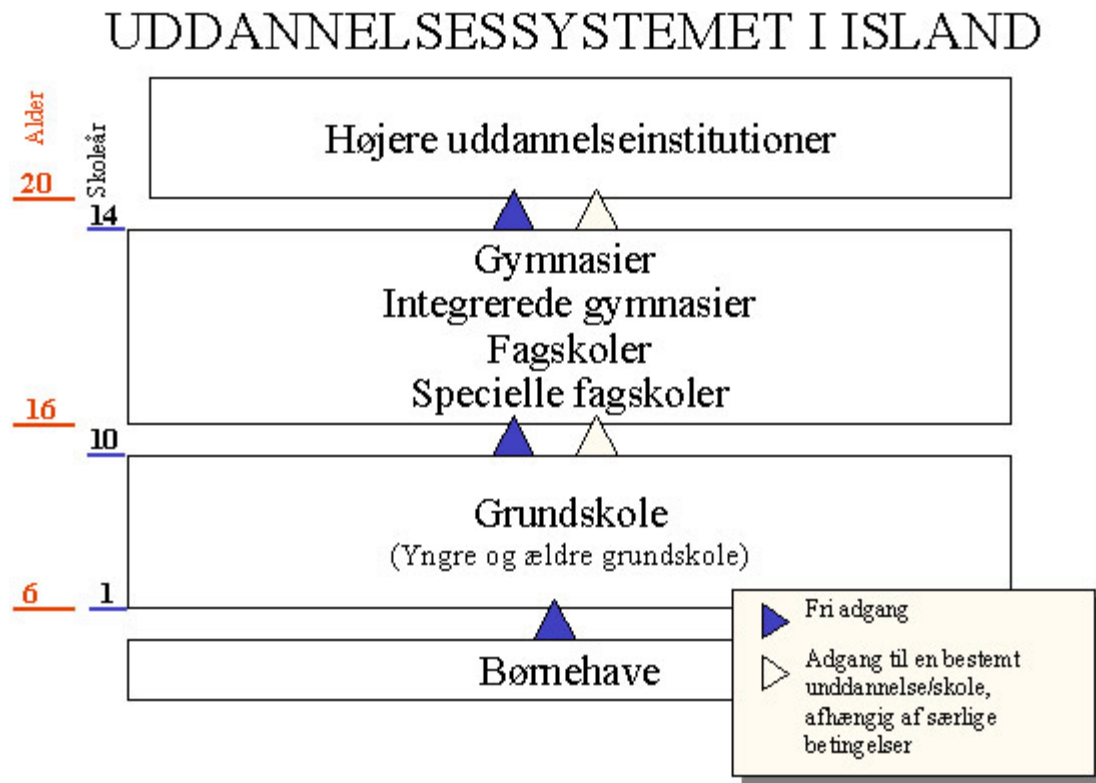
Pioneers – Veterans – New ... (1., 2. & 3. generation)

In FIDEA there are 5 honour members: Tauno Lehtihalmes (1916 - 2004), Erkki Laakso since 2002, Mika Myllyaho 2013, Jani Toivola 2013, and Tarja Halonen 2014. and Tintti Karppinen as Chair of honour since 2012.

ÍSLAND/ICELAND

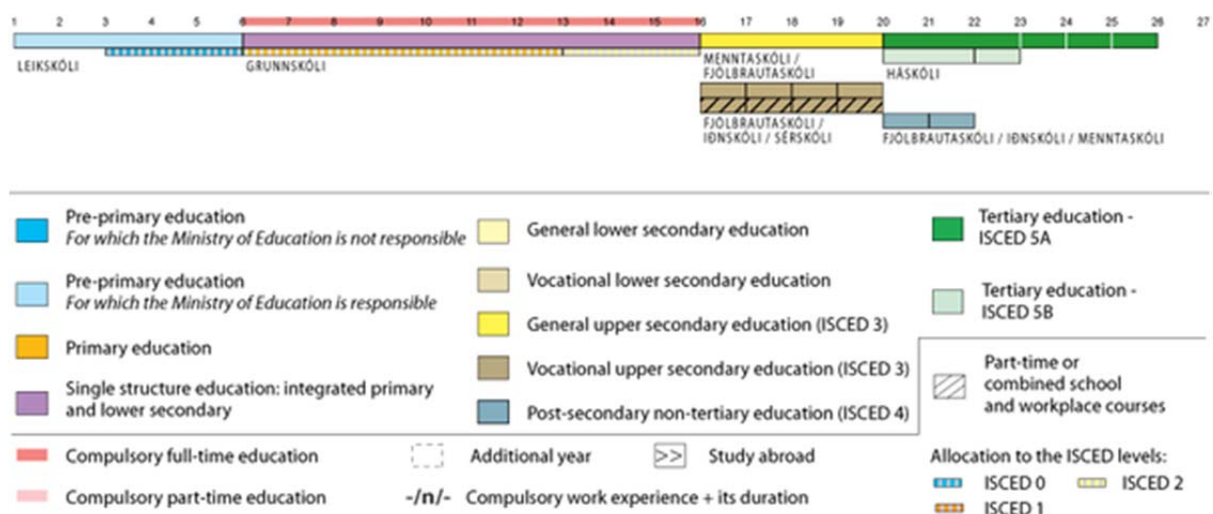
Area & Inhabitants: 103.000 km² - 325.671

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Iceland:Organisation_of_the_Education_System_and_of_its_Structure



<http://eng.menntamalaraduneyti.is/education-in-iceland/eurydice---information-on-the-educational-system/>

Structure of the national education system 2011/12-



Preschool education (*leikskóli*)

Preschool education is defined by law as the first level of the educational system, providing education and care for children who have not reached six years of age, at which point compulsory education begins. The Preschools Act No 90/2008:
http://eng.menntamalaraduneyti.is/media/MRN-pdf/Preschool_Act.pdf

Compulsory education (*grunnskóli*)

Compulsory education is organized in a single structure system, i.e. primary and lower secondary education form part of the same school level, and generally takes place in the same school. According to the Compulsory School act, no 91, 12. June 2008, the compulsory school is 10 years in duration as a rule. Children begin compulsory school study in the calendar year they reach six years of age according to law. However, commencement of school study can begin earlier or later, and it can be completed earlier. Most pupils begin compulsory education the year they reach six years of age and conclude their compulsory study the year they reach sixteen years of age. Pupils move automatically from grade 1 to grade 10 irrespective of study progress or status in other respects. The Compulsory School Act No 91/2008: <http://eng.menntamalaraduneyti.is/media/law-and-regulations/Compulsory-School-Act-No.-91-2008.pdf>

Upper secondary education (*framhaldsskóli*)

Upper secondary education is not compulsory, but anyone who has completed compulsory education has the right to enter an upper secondary school. Students are usually between 16 and 20 years of age. General academic education is primarily organized as a three-year course leading to a matriculation examination. The length of the courses in vocational education varies, lasting from one semester to ten, but most prevalent are three-year courses. The Upper Secondary School Act No 92/2008. http://eng.menntamalaraduneyti.is/media/MRN-pdf_Annad/Upper_secondary_school_Act.pdf

Higher educational system (*háskólar*)

The modern Icelandic system of higher education dates back to the foundation of the University of Iceland in 1911. There are currently seven higher education institutions in Iceland that fall under the auspices of the Ministry of Education, Science and Culture and are governed by the Higher Education Institutions Acts No 63/2006:
<http://eng.menntamalaraduneyti.is/media/MRN-PDF-Althjodlegt/Higher-Education-Act-no.-63-2006nytt.pdf>

Iceland: National Curriculum Guide

The most important curricula can be seen here:
<http://eng.menntamalaraduneyti.is/publications/curriculum/>

The Icelandic National Curriculum Guide for Compulsory Schools – With Subjects Areas, March 2014: <http://bit.ly/1gYfS36>

Drama Education

Drama teachers are educated in the University of Iceland. School of Education and Iceland Academy of the Arts have graduated actors as qualified drama teachers.

Drama Teaching

The Icelandic national curriculum with subject areas (2013), arts and crafts are divided into performing arts; dance and dramatic arts, and then visual arts and music. And for crafts: that is, for home economics, design and craft, and textiles. Drama has been part of the national curriculum in the compulsory schools (age 6-16) since 1999 as a method. In 2013 it became an independent subject as dramatic art in the national curriculum. Each compulsory school decides if subjects or subject areas should be taught separately or should be integrated. However, arts and crafts are to have equal weight within the total hours that are defined in the reference timetable of compulsory school.

Dramatic arts are not part of the preschool curriculum but dramatic methods are represented through games.

Drama and dramatic arts are not mentioned in The Icelandic National Curriculum Guide for Upper Secondary Schools – General Section. However, four Upper Secondary schools teach drama as special courses as part of school curriculum.

Associations



FLÍSS (Félag um Leiklist í skólalstarfi), Icelandic drama/theatre and education association – www.fliss.is.

FLISS was established in 2005 by drama teachers who were giving drama lessons in compulsory schools at that time. In the beginning the aim of the association was to promote that drama and theatre would become one of the subjects in the Icelandic curriculum for compulsory education like art, textile and dance had been for many years. Fortunately that became a reality in 2013. So the aim of FLISS is among others to make sure that dramatic art will be taught in Icelandic compulsory schools as an independent subject according to the curriculum from 2013 and to ensure continuity between school levels.

FLÍSS also give workshops for drama teachers and inform them about various issues and education relating to teaching drama. In 2015 there are about a hundred members in FLÍSS. The chair of FLISS is Jóna Guðrún Jónsdóttir. FLÍSS is a member of IDEA, the International Drama, Theatre and Education association and National Drama, the UK's professional association for drama teachers and theatre educators. FLISS hosted Drama Boreale 2012 in Reykjavik. The conference celebrated the diversity of drama through nature and humour.

BÍL (Bandalag Íslenskra Leikfélaga), The Icelandic Amateur Theatre Association, was founded 12th of August 1950. It has 60 participating theatre groups all around the island. The service center is in Reykjavík. Chairman: Guðfinna Gunnarsdóttir, krullupinni@gmail.com. Contact: Vilborg Valgarðsdóttir, General Manager, vilborg@leiklist.is. Home page: www.leiklist.is. *Allt fyrir andann (The Story of the Icelandic Amateur Theatre Association 1950-2000)* written by Bjarni Guðmarsson, was published 2008. BÍL don't publish any magazine anymore.

Challenges & Solutions

As drama is now part of the compulsory education the main challenge is to support the drama teachers and to find out what factors are supportive when teaching drama and what is deterrent so dramatic arts maintain its existing place and hold its ground. Rannveig Björk Thorkelsdóttir is currently working on her Ph.D. project; How can teaching practices of dramatic art in compulsory education be understood through the lenses of ecologies of practice? The purpose of the study is to contribute with more knowledge about how dramatic art as part of the key learning area in Icelandic comprehensive education is implemented by two drama teachers.

Pioneers – Veterans – New now (1., 2. & 3. generation)

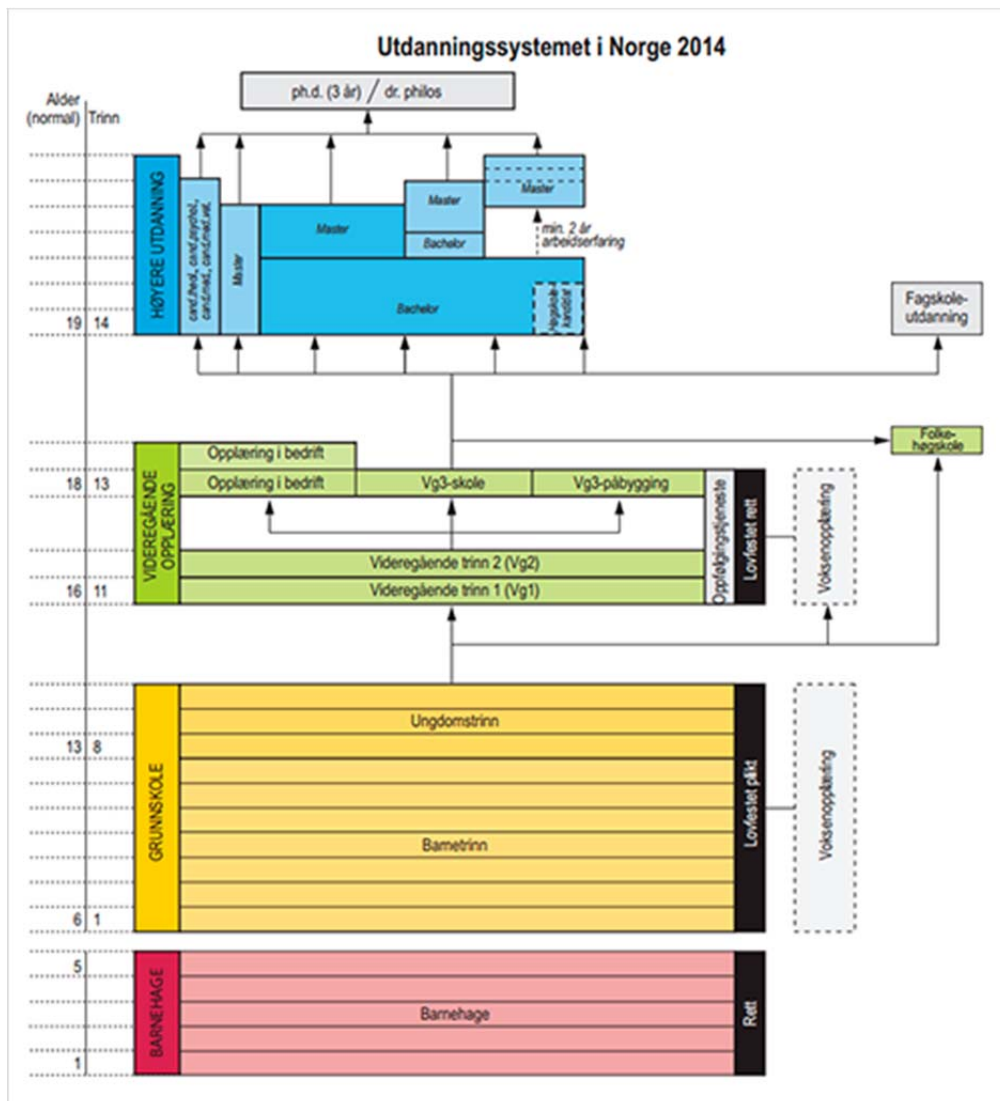
Anna Jeppesen is a pioneer in drama in education in Iceland. She introduced the method into Icelandic compulsory education where it was combined into other subjects. She wrote the first book on drama in education in Iceland with Ása Helga Ragnarsdóttir. Anna was the first drama teacher in the University of Iceland. When she retired Ása Helga Ragnarsdóttir took her position in teaching drama at the University of Iceland. Ása Helga Ragnarsdóttir, Anna Flosadóttir and Rannveig Björk Thorkelsdóttir have all followed in Anna's footsteps. Ása Helga and Rannveig Björk have been leading research on drama and drama in education in Iceland and have published books for teachers on the subject drama and drama in education in Icelandic

NORGE/NORWAY

Area & Inhabitants: 385.199 km² - 5.136.700

The Educational System in Norway

www.nokut.no/no/Fakta/Det-norske-utdanningsystemet/Om-norsk-utdanning/



Education – from Kindergarten to Adult Education. Norwegian Ministry of Education and Research 2007:

www.regjeringen.no/globalassets/upload/kd/vedlegg/veiledninger-og-brosjyrer/education_in_norway_f-4133e.pdf

www.udir.no/Upload/Brosjyrer/5/Utdanning_i_Norge.pdf?epslanguage=no

https://snl.no/Skole_og_utdanning_i_Norge

Norwegian education goes back to the Middle Ages. But it was not until 1739 that the first ordinance about Board Schools (forordning for almueskoler) for children between 7 and 14 years was published. In 1969 a 9 year primary school (grunnskole) was established, and in 1994 all 16-19 years old got the right to 3 years upper secondary education or vocational education (almen eller erhvervsrettet videregående utdanning). It was called Reform 94: <https://www.regjeringen.no/no/dokumenter/Vidaregaande-opplaring-etter-Reform-94/id87404/>).

It was succeeded by The Knowledge Promotion (Kunnskapsløftet) from 2006 (www.norway.gr/pagefiles/372262/kunnskapsloftet.pdf) which among others things included curricula in all subjects for the 6-19 years old. According to The Knowledge Promotion all children and youngsters should take part in common, basic knowledge, culture and values. The curricula for the different subjects contains aims, main areas (hovedområder), basic competences, aims of competence (kompetencemål) and rules about final evaluation of the subjects.

Higher educations are university studies with BA, MA and ph.d. (doktorgrad) and educations at highschoools (høyskoler) – a kind of universities that were gathered in bigger centres for short or medium long educations in the 1990's, e.g. education of teachers and pedagogues.

The Department of Knowledge (Kunnskapsdepartementet) has the supreme responsibility for all education in Norway. Primary education (grunnskolen) falls under the municipalities, upper secondary and vocational education fall under the counties (fylkeskommuner) while universities and highschoools (høyskoler) are a state matter.

Upper secondary education takes normally 3 years at three different levels: Vg1, Vg2 og Vg3 (videregående). Vg is financed by the municipalities, and they have a great liberty to organize and decide what to be taught outside the basic studies decided by the parliament (Stortinget). And one of them is drama.

Teachers' education takes place at universities or highschoools (høyskoler). Normally it takes 4 years, but it is possible to choose a full MA of 5 years.

In 2003 NOKUT (Nasjonalt organ for kvalitet i utdanningen) was established to control and evaluate higher educational institutions and studies: www.nokut.no/.

Theatre & Drama Education

BA and MA in drama/theatre can be achieved at Universitetet I Bergen (UiB): www.uib.no/studieprogram, NTNU in Trondheim: www.ntnu.no/ikm and at UiO (Universitetet I Oslo): www.uio.no/studier/emner/hf/ikos/TEA4003/. At NTNU it is also possible to achieve a ph.d. in drama.

Teachers' education for primary education (Grunnskolelæreruddannelser) takes 4 years, and some institutions offer some possibilities for a bit of drama on top of it.

In the preparation of The Model Plan (Mønsterplanen) of 1987 The Primary Educational Board (Grunnskolerådet) recommended drama as an independent subject at school, but

instead it was used as a methodological supplement in other subjects. In 1998 a compulsory course of 30 hours in drama was established in the teacher's education. But it was changed to voluntary in 2003. And in 2010 it was totally removed from the education.

The Knowledge Promotion (Kunnskapsløftet) from 2006 the status of drama education was aggregated. One-year courses (årskurser) in drama has been cancelled in many places, and in other places drama has been reduced far below 30 hours in the teachers' education. Parliament decides what is 'school relevant subjects', but the educational institutions and the counties decide what elective subjects to offer. E.g. drama.

In the final report from the Ludvigsen committee from May 2015:

NOU 2015: 8 Fremtidens skole. Fornyelse av fag og kompetanser

(<https://blogg.regjeringen.no/fremtidensskole/files/2015/06/NOU201520150008000DDDPDFS.pdf>), drama and theatre is not mentioned directly, and that, too, will not improve the possibilities for drama to become a subject in a future education of teachers for the primary education (grunnskolen).

Theatre & Drama Teaching

In Kindergarten (barnehage) dramatic play is an integrated part of the kids' learning process.

From primary through upper secondary education drama is recommended as a working method in some of the basic, compulsory subjects – especially Norwegian and English. In 8th to 10th grade "Hall and Stage" (Scene og Sal) is an elective subject depending on the single school and municipality. Hall & Stage: www.udir.no/kl06/SOS1-01/ .

(In the curriculum for experiments with a comprehensive in 9 years in 1960 drama is mentioned for the first time officially as a method and recommended as a subject for leisure).

In upper secondary school many schools offer 'Music, Dance and Drama' for three years: www.udir.no/kl06/DRA4-01/Hele/?read=1 due to the Knowledge Promotion (Kunnskapsløftet) from 2006 (www.norway.gr/pagefiles/372262/kunnskapsloftet.pdf).

In the 1st grade (Vg1) the teaching is a mix of all three art forms, and in the 2nd and 3rd (Vg2 and Vg3) the youngsters can choose between all three art forms. Drama is called 'Drama and Society' (drama og samfunn).

In leisure time teaching Music and Arts Schools (Musikkskoler, Kulturskoler) and a lot of Folk high-schools offer courses in theatre for beginners as well as more advanced learners.

Conclusions

In **NOU 2015: 8 Fremtidens skole. Fornyelse av fag og kompetanser** from May 2014 (<https://blogg.regjeringen.no/fremtidensskole/files/2015/06/NOU201520150008000DDDPDFS.pdf>)

drama continues to have the same status despite comments that would surely incorporate drama as an independent aesthetic subject. E.g. page 25: 2.3.1 Praktiske og estetiske fag (in my translation): *The term 'practical and aesthetic subjects' is a broad range of subjects represented in today's school by music, art & handicraft, body movement and food & health.*

... Work life (Arbejdslivet) needs a lot of competences that are offered by 'practical and aesthetic subjects' ... Artistic and aesthetic expressions can contribute to reflection over today's society and over different cultures. That means a lot in a multicultural society. To experience and participating in the creation of artistic expressions can have a significance for the individual development of an identity, knowledge and capability to express oneself. The subjects contributes to the development of another kind of understanding than scientifically oriented subjects and makes room to explore and experiment without targeting right answers. Note 20: Winner mfl. 2013 (Arts for Art's sake? J.A.)

But this final report still concludes:

One cannot expect the pupils to choose practical and aesthetic subjects if they do not experience them in them in Primary Education. ... The preliminary review (Deludredningen) concluded that the profile of the practical and aesthetic subjects as a whole can affect the pupils' possibility for 'deep understanding (dybdel ring), because their volume is so big. ...The committee thinks that the preliminary review clearly shows that the curricula (l replaner) in the practical and aesthetic subjects are ambitious. A first important step in the renewal of these subjects could be an agreement on how collectively to take responsibility for the four areas of competence. ... The development of subjects must be aiming at strengthened practical and aesthetic subjects in primary education (grunnoppl ringen) which are relevant for 20-30 years. ... If parallel themes in more subjects are coordinated in a new subject the better the planning of learning processes leading to 'deep understanding' (dybdeforst else) will be (p. 53).

Associations

Drama- og teaterpedagogene

In 2014 LDS was changed to Drama- og teaterpedagogene (DTP), Drama & Theatre Pedagogues. Originally it was founded on the 2nd of June 1962 Landslaget drama i skolen (LDS): <http://www.dramaiskolen.no/>. DTP is a part of Fellesr det for Kunstfagene i Skolen (FKS): <http://www.fellesradet-fks.no/>, and they publish *Drama – Nordisk dramapedagogisk tidsskrift* with 4 issues a year. The contemporary title of the periodical was decided in 1974 after having been *Teater i skolen* since 1963.

Norsk amatørteaterforbund

NATF (Norsk Amat rteaterforbund), Norwegian Amateur Theatre Association, was founded in 1945. NATF is a member of NTR. www.natf.no.

Norsk teaterr d

NTR (Norsk teaterr d), Norwegian Theatre Council was founded in 2004: www.teater.no/. Since 1979 it was originally called NAT (Norsk Amat rteatererr d – Norwegian Amateur Theatre Council).

All associations offer courses for members and non-members.

Drama - Challenges & Solutions

Drama is still commonly considered an instrument for other purposes than artistic experience despite pupils' interest in 'Hall & Stage' and 'Music, Dance and Drama'.

And research results does not seem to have any significant impact on politicians, officials or financiers (skoleeiere).

What to do with the many highly educated and qualified potential theatre and drama teachers still being educated?

Pioneers in Drama:

Pionérer (1. generation) e.g.:

Anna Cathrine Sethne (1872-1961)

Helga Eng (1875-1966)

Erik Trummler (1891-1983)

Halfdan Skånland (1914-

Grete Nissen (1921-2000)

Nils Braanaas (1925-2012)

Tore Gulbraar (1934-

Kjell Baardseth

Helge Reistad

...

Bigger projects:

Drama and Aesthetic Learning Processes to improve teaching and learning (2007 - 2011)

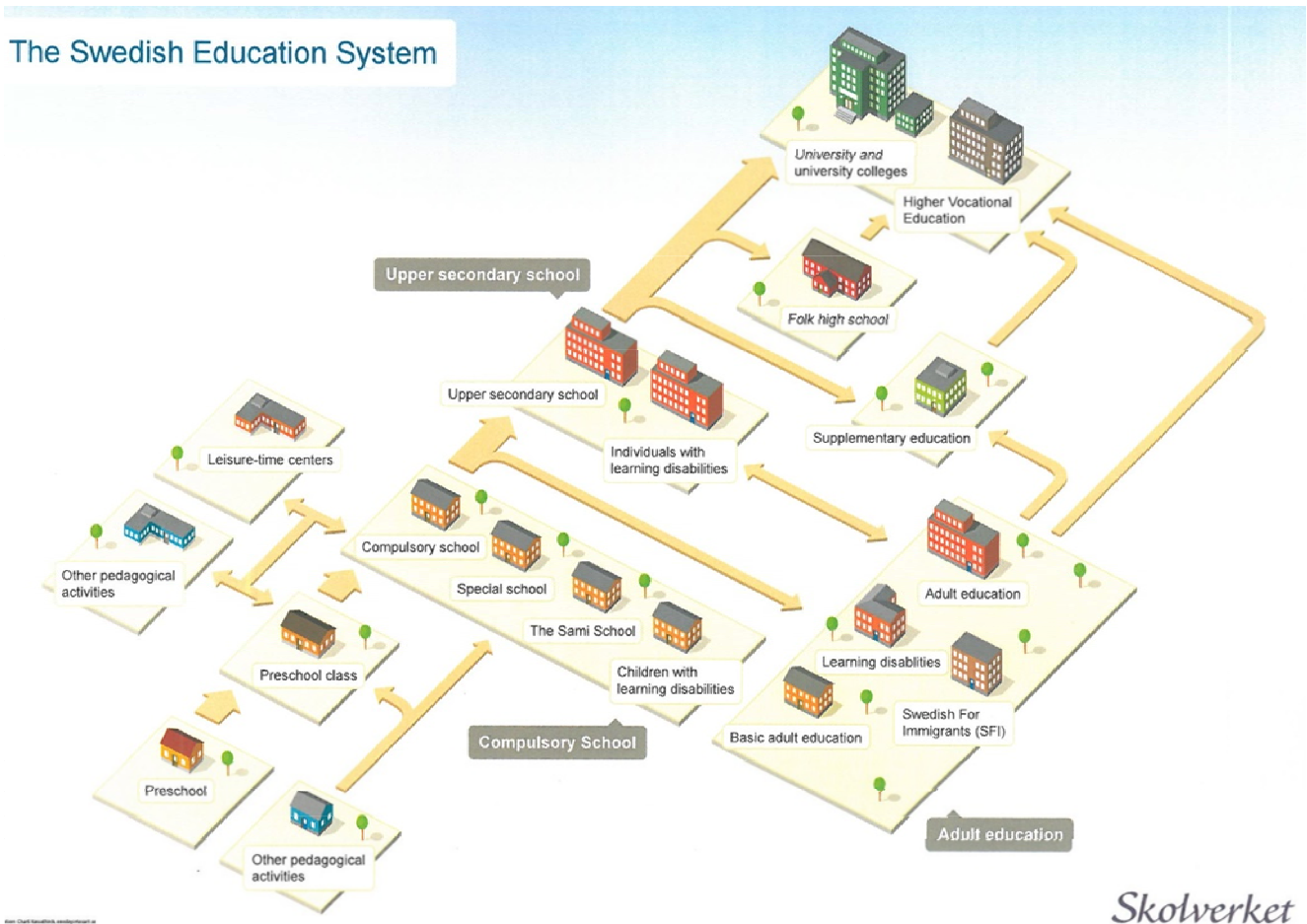
DICE (2008 - 2010)

Teater som danning (2009 - 2014)

Drama - teater og demokrati (2014 - 2017)

SVERIGE/SWEDEN

Area & Inhabitants: 447.420 km² - 9.716.962



Educational System

<https://sweden.se/society/education-in-sweden/>

Pre-school

In Sweden, förskola (pre-school) is provided by municipalities for children ages one to five. The amount of municipal subsidy for pre-school depends on the child's age and whether the parents work, study, are unemployed or on parental leave for other children.

Swedish pre-school emphasises the importance of play in a child's development, with a curriculum aiming to ensure children's individual needs and interests. Gender-aware education is increasingly common, striving to provide children with the same opportunities in life regardless of gender.

Curriculum for the Pre-school (Lpfö 2010 läroplan för förskolan):

http://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FRecord%3Fk%3D2704

A year before the first year

All children are guaranteed a place in a one-year förskoleklass ('pre-school year') starting in the fall term of the year they turn six until they start compulsory schooling. This year is designed to stimulate each child's development and learning, and provide a platform for their future schooling. Although förskoleklass is non-compulsory, almost all children in Sweden attend it.

Compulsory schooling

Swedish compulsory schooling consists of three stages: lågstadiet (years 1–3), followed by mellanstadiet (years 4–6) and then högstadiet (years 7–9). Children between ages 6 and 13 are also offered out-of-school care before and after school hours. Compulsory education also includes sameskolor (Sami schools) for children of the indigenous Sami people.

Introduction to comprehensive:

http://www.skolverket.se/om-skolverket/andra-sprak-och-lattlast/in-english/publication/2.5845?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FBllob%2Fpdf3434.pdf%3Fk%3D3434

Curriculum for pre-school and primary education (Lgr 2011 läroplan för grundskola, förskoleklass och fritidshem):

http://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FBllob%2Fpdf2575.pdf%3Fk%3D2575

Upper secondary school

Gymnasium (upper secondary school or high school, years 10–12) is optional. There are 18 regular national programmes of 3 years to choose from, 6 of which are preparatory for higher education such as university, and 12 of which are vocational.

While entrance requirements vary between programmes, all of them demand students to have passing grades in Swedish, English and mathematics from their final year of compulsory schooling.

Curriculum for Upper Secondary 2013:

http://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FBllob%2Fpdf2975.pdf%3Fk%3D2975

Theatre & Drama Education

See the total Swedish version: <http://dramaboreale.dk/enquete/DB15-Pixi-attach-se.pdf>

Like Denmark and Norway Sweden traces their educational drama back to school drama (det humanistiske skoledrama) in the 16th century.

In modern times Vår Teater (Our Theatre) – established in Stockholm in 1942 - is regarded as a central institution for child drama. In 1996 it was merged with the music school into Stockholms Kulturskola (Culture School), the largest in Europe. For many years drama was taught to children and young people by some with or without a professional education, but from the 1970s more genuine educations were established at different Folkhighschools. Västerberg is the only institution having educated drama teachers since 1974 – around 500 out of a totality of some 800 in Sweden.

Curriculum for a 2 year education at Västerberg: www.regiongavleborg.se/vasterberg/drama

In 2007 teachers' training became a part of Stockholm University, but not until spring 2015 there has been a professor in drama and didactics, Eva Österlind.

But at a general university level courses for teachers and others have been severely cut or closed down in recent years, and in pre-service teacher education drama has almost vanished.

Theatre & Drama teaching

Despite a growing awareness of the importance of play for the development of the child's social and cognitive ability it is reduced in favor of demands from the school system for training in reading and calculation.

In Sweden, drama and theatre are not basic, compulsory subjects at any level of education. In the curriculum for compulsory school drama is mentioned as a method to be used in several subjects. In some schools it is also an elective subject but not in many compared to the total number of schools.

In upper secondary compulsory 'aesthetic orientation' was removed in 2010. But at a few colleges (gymnasier) theatre can be chosen as a part of 'the aesthetic programme'. It has been a popular subject but the interest has decreased because of national demands for improvement of grades in basic subjects and the increasing competition for higher education after college.

Guide to theatre in the aesthetic program: <http://www.gymnasieguiden.se/program/ES/teater>

In leisure time drama and theatre can be chosen - and paid for - in cultural schools in many municipalities. Due to the success cultural schools employ a lot of drama pedagogues nowadays.

Associations

All associations below offer drama and theatre courses for members and non-members.

Riksorganisationen Auktoriserade Dramapedagoger RAD (Swedish association of authorized drama pedagogues): www.dramapedagogen.se

The term *dramapedagog* was officially established in autumn 1973. And in Svenska Teaterförbundet (The Swedish Union for Performing Arts) the section of Children and Youth Theatre Pedagogues changed their name to Section for Drama Pedagogues (Dramapedagogavdelningen) because their jobs differed much more than before. In 1987 the section went to Svenska Facklärarförbundet (since 1988 Lärarförbundet, Swedish Teachers Union) because they officially could negotiate with the municipalities, where many pedagogues were employed.

But at the same time RAD was established as an independent organization in 1980 as a forum for pedagogues with a higher education in drama at folk highschoools and universities. So over the years there have been two central organisations for drama teachers. And from that year on they published the periodical, *RAD & Rön*. Rön means experience, observation, experiment, and it was chosen as joking parallel to Råd & rön, a critical consumer magazine at that time. Due to a lot of critique of the name over the years it was changed to *Dramapedagogen i RAD* in the late 1990s. In 2004 that was changed to *DramaForum* that publishes two double issues a year since 2012.

Drama-portalen, www.dramaportalen.se, is on Facebook. It is a forum for information and discussion for professionals.

Lärarförbundet (The Swedish Teachers' Union): <https://www.lararforbundet.se>.

The union negotiates e.g. for professional drama pedagogues, drama teachers and theatre teachers in schools.

Plan for pedagogical leisure time activities (Kursplan för de fritidspedagogiska verksamheterna) including technical, aesthetic and practical activities (Tekniska, estetiska och praktiska verksamheter):

http://res.cloudinary.com/lararforbundet/image/upload/v1387548973/397945e8514ec60dbb4d7b52f0f8a915076bc7ad/Kursplan_för_de_fritidspedagogiska_verksamheterna.pdf

In Lärarförbundet is Kerstin Wendt Larsson still doing a great job for drama after many years. Charlotte Engel and others have done a great job in 'Ämnesrådet i drama, dans och teater' (Council of d, d & t), but the union is reorganizing, so in spring 2015 Ämnesrådet was abol-ished, and a substitution or alternative is not yet visible.

Uttryck – Lärande Estetik Kommunikation. Lärarförbundets web magazine about aesthetic topics: www.lararnasnyheter.se/uttryck

<http://www.lararnasnyheter.se/uttryck/2014/12/03/ge-alla-barn-dans-teater>

SMOK

Cultural Schools are organised in SMOK (Sveriges Musik- och Kulturskoleråd):

www.smok.se. SMOK publishes **Kultursmockan**:

<http://arkiv.smok.se/publikationer/kultursmockan>

BaS (Barnkulturcentra i Sverige), Centres for Children's Culture : www.barnkulturcentra.se.
BaS consists of 23 children's cultural centres.

Teaterförbundet för scen och film (The Swedish Union for Performing Arts and Film): www.teaterforbundet.se still has a section for professional pedagogues in drama, dance and theatre.

And there are three organisations for amateur theatre in Sweden:

ATR (Amatörteaterns Riksförbund), National Organisation of Amateur Theatre, was founded in 1977: www.atr.nu. In the 1930s the first serious attempts to build a national organization were made, but it did not succeed until 1964, where Teaterforum - the predecessor to ATR – was founded. ATR publishes *Teaterforum* 4 times a year.

ATF (Arbetarteaterförbundet), The Swedish Workers' Theatre Association, was founded in 1988: www.arbetarteater.nu. ATF publishes a magazine 4 times a year.

SFAT (Sverigefinska Amatörteaterförbundet), Finnish Amateur Theatre Association in Sweden: <http://word.rskl.se/teatteri/?lang=sv>

Svenskt Amatörteaterråd (SAR), Swedish Amateur Theatre Council is formed by ATR, ATF and SFAT: <http://www.atr.nu/lankar/sar>. SAR is represented in internordic as well as international organisations like e.g. NEATA and AITA/IATA.

Networks:

Drama i Akademin has existed for more than ten years. Every year they establish a seminar for professional drama pedagogues, drama researchers and students in collaboration with Högskolan in Gävle and the drama pedagogue education at Västerbergs folkhögskola.

Dramaforskning i Sverige (DIS) is a yearly conference for researchers and ph.d. students.

Nationellt nätverk för dramalärare is a network for drama teachers in higher education.

Challenges

Dramapedagogik falls between Department of Education and Dept. of Culture (utbildnings- och kulturdepartementena). Kulturrådet (Swedish Arts Council): <http://www.kulturradet.se/> has not shown severe interest in DP yet.

Decreasing of teachers' training all over the country, scientification (akademisering) minimizing space for concrete experience based drama education, low status and little merits for aesthetic subjects.

Disarmament at school: Aesthetic orientation as compulsory subject in college (gymnasium) removed, reduced number of students attending the aesthetic programme 'theatre' in college, difficulties with teaching legitimacy for pedagogues in aesthetic subjects.

Lack of united research milieu & a DP center, lack of regional drama consultants for schools.

& Solutions

Drama as a compulsory subject in schools

Professional education for drama teachers at folkhighschools+research possibilities for them

Re-establishing of cancelled c-, d- and master courses in drama

Re-establishing of in-service training at universities and highschools

Establishing of drama consultants in every region with a general responsibility for development of drama in schools and cultural schools

Development of drama tools to resist xenophobia (främlingsfientlighet) & promote diversity

Establishing of an Institute for Drama in School as a parallel to Institute for Dance in School

Establishing of a united research milieu including a professorship in drama

Pioneers – Veterans – New ... (1., 2., 3. generation)

1. E.g.:

Olaus Petri 1459-1552

Laurentius Petri 1499-1573

Johannes Messenius 1579-1636

Zacharias Topelius 1818-1898

Ellen Key 1849-1926

Arvid Gierow 1873-1944

Elsa Köhler 1878-1940

Ester Boman 1879-1947

Matvey Schischkin 1886-1962

Elsa Olenius 1896-1984

Annie Hammarstrand 1902-1979

Brita Enberg 1903-1988

Lennart Wiechel 1921-2008

Dan Lipschütz 1926-2002

...

INTERNATIONAL

AITA/IATA:

Association Internationale du Théâtre Amateur/International Amateur Theatre Association: <http://www.aitaiata.org/>

AITA/IATA was founded in January 1952 in Brussels, Belgium– among others to promote international understanding during the ‘cold war’ after World War II. Denmark was represented by 3 organisations: Dansk Amatør Teater Samvirke (DATS), Fællesrepræsentationen for det Kunstneriske Amatørteater and De Københavnske Amatørsceners Sammenlutning. Norway by Norsk Amatørteater Forbund (NATF). Thomas Hauger from Denmark was World President 1995-1999. Georg Malvius from Sweden was Vice President 1981-85 & 1987-89.

The mission of AITA/IATA is: To promote understanding and education through theatre. Over the years AITA/IATA has established many international drama & theatre courses.

From the beginning of the 1970s AITA/IATA has had a drama-in-education section.

IDEA:

International Drama/Theatre and Education Association: <http://www.ideadrama.org/>
IDEA represents more than 90 countries around the world.

After World War II, UNESCO (<https://en.wikipedia.org/wiki/UNESCO>) - the United Nations Education, Science and Cultural Organisation, recognised the unique role that arts education can play in the creation of a culture of peace, international understanding, social cohesion and sustainable development. But organizationally time was not ready for an international representation in the area of drama teaching before 1992 when IDEA was founded in Porto in Portugal.

IDEA's aim is to promote and advocate drama and theatre as part of a full human education and to provide an international forum for those working as drama and theatre educators throughout the world.

Every third year there is a world congress to exchange and celebrate practice, research, case studies, pedagogical theories, new curricula and performances: Porto in 1992 - Brisbane, Australia 1995 - Kisumu, Kenya 1998 -Bergen, Norway 2001 - Ottawa, Canada 2004 - Hong Kong (SAR), China 2007 – Belém, Brazil 2010 – Paris, France 2013, and in 2016 it will be in Istanbul, Turkey.

IDEA, International Society for Education through Art (INSEA), International Society for Music Education (ISME) in 2006 and World Dance Association (WDA) from 2007 have joined together to create the **World Alliance for Arts Education (WAAE)**, and WAAE is working in partnership with UNESCO to help achieve this through arts education.

WAAE has helped shape UNESCO's *Road Map for Arts Education*. The World Conference on Arts Education: Building Creative Capacities for the 21st Century Lisbon 2006: <http://www.unesco.org/new/en/culture/themes/creativity/arts-education/official-texts/road-map/>. In 2010 the WAAE was invited to UNESCO's Second World Arts Education Confe-

rence, where [UNESCO's Goals for the Development of Arts Education](#) were discussed and shaped: <http://bit.ly/1MloJJb>

A special IDEA website, *Dramatool*, has been launched to aid international collaboration between different drama practitioners: <http://dramatool.idea-org.net/en/>.

IDEA is planning to publish *The IDEA Journal*, but it has not been visible on the website yet.

ALL NORDIC COUNTRIES TAKE PART IN IDEA.

IDIERI:

The International Drama in Education Research Institute is a forum for research which results in a conference every third year somewhere in the world since 1995:

http://idieri2015.org/about_idieri.html

Up till now it has had no formal organization but is held together by the conference structure, where the next interested host is responsible for the communication – and of course the slowly growing networks.

IDIERI conferences have taken place in Brisbane, Australia 1995 – Canada 1997 - USA 2000 – England 2003 – Jamaica 2006 – Sydney, Australia 2009 – Ireland 2012 and Singapore 2015. The next IDIERI conference will take place in 2018.

DRAMA BOREALE

Drama Boreale is a Nordic network for pedagogues, researchers and cultural workers dealing with drama and theatre pedagogics.

Since 1994 conferences have been held every third year in a different Nordic country: Göteborg, Sweden 1994 - Jyväskylä, Finland 1997 – Århus, Denmark 2000 – Stockholm, Sweden 2003 – Trondheim, Norway 2006 – Vaasa, Finland 2009 – Reykjavik, Iceland 2012 – Silkeborg, Denmark 2015. And the next Drama Boreale should be in Sweden 2018.

Drama Boreale 2015 has the motto: **explore - express – exchange:** <http://dramaboreale.dk/>

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