



# DRAMA

## COURSE SYLLABUS

**GRADE LEVEL:** Grade 1

**SCHOOL YEAR:** 2023-24

**TEACHER:** Ms. Emily Howe

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### **COURSE DESCRIPTION:**

Theater is a collaborative form of fine arts. It is the outcome of many different roles all combined to create an experience of an act, provoke emotions and transmit morals to the public. But theater is also about enjoying and “playing” together with the others. It is a process where everyone is welcome to express and show their inner world. For young children, it is also an opportunity to learn and understand themselves, their emotions, expressions and their movements. The dramatic act requires people in different sectors, on stage or outside, in front of the stage or behind it. During our course, the students will get in touch with different aspects and roles of the dramatic process and will acquire skills and elements that can accompany them in the future. They will boost their imagination skills, find out about their own abilities and strengths, obtain stage and public speaking confidence, learn how to move through space and respond to cues, improve their creative and critical thinking, learn how to collaborate and improve together through games, activities and sing-alongs. This course is a safe space where creation is motivated and inspiration is supported. It is imperative that we continue the theatrical education from where it was left off, take its fruits and build a path that leads to growth and intelligence. Every educational achievement made will not be seen separately but consequently to the previous one in order to create an educational experience where the students can smoothly learn in coherence. Together we can help the students adapt with confidence and ease in their transition from kindergarten to primary school's way of learning.

### **COURSE OBJECTIVES:**

- **Communicative:** Students will develop verbal and non-verbal (interpersonal) communication skills. They will be able to identify the different emotions to themselves and others and use speech in both imaginary and everyday situations in the English language, speak and perform on a given topic, acquire speaking and listening habits to understand, enjoy and appreciate the fine arts.
- **Cognitive, socio-emotional and physical development:** perception, attention, memory, motor skills, imagination, social skills, speech and language skills and more cognitive functions will be developed. Students will understand the world and how we act in it.
- **Critical and creative thinking:** Students will learn how to think critically and creatively, observe and express while being organized and open-minded. They will learn to think using dispositions such as reason and imagination, resourcefulness and innovation.

- Team working: Students will build their capacities and skills in terms of team work and will learn how to evolve individually and collaboratively.
- Performance: Students will learn how to perform in English and be confident on stage.
  - a. They will be able to perform in front of an audience in a complex culminating task
  - b. They will be able to manipulate body movements and facial expressions to convey appropriate emotion and meaning in dramatizations.

### **ASSESSMENT:**

Grades will be computed following the school policy of 30% Homework, Seatwork and Projects, 30% Quizzes and Tests, 10% Department, 30% Quarter Exams.

All work done by the students will be graded and used for formative or summative assessment. A variety of assessment tools will be used to evaluate performance.

Informal assessment that takes place throughout each lesson:

- Ability to work in a team
- Active listening- to truly be present
- Creative thinking
- Problem solving
- Adaptation
- General understanding
- Expression
- Communication skills
- Ability to follow the course rules
- Evolvement and effort
- Ability to follow directions and instructions given from Director
- Rehearsals and preparation

Formal assessment takes place once a quarter, based on one or more performances:

- Ability to follow the instructions given
- Speech and voice
- Memory and attention
- Group work
- Stage performance
- Stage intelligence and understanding
- Dance parts
- Music parts

### **PRIMARY TEXTBOOK & OTHER RESOURCES**

**Curriculum:** *Drama curriculum (2023) One Stop DRAMA Shop.*

### **ADDITIONAL INFORMATION**

#### **COURSE RULES:**

There are two general rules for this class. All of which are streaming from the need to improve the dramatic experience of each and every student in the classroom. Such rules are:

- **Respect:** Respect one another during the performing process. Respect your fellow students as they are performing, on stage or trying their best in the classroom and respect the teacher while they are teaching. We want our work to be done through love and support. No disrespect is allowed in any form for instance by talking while someone is performing. We want to create a safe environment where everyone is allowed to be heard and expressed. That way we can light our paths with trust and compassion. An environment where everyone is

valued and respected is an environment where everyone feels welcome and comfortable to express themselves and that is what I will be supporting in my class. No laughing at or making fun of anyone is allowed.

• Participation: Actively participate, deeply focus. Listen to the instructions and work on the assignments given. Concentrate during class. Let's use our time constructively.

A person's behavior and manners matter. Theatre is produced out of the harmonic cooperation between people with assigned responsibilities. In order to achieve its purpose, all people involved in the process of creating, need to follow those general rules made to keep the process ethical and peaceful. By not following them, we create an obstacle for the team to work and eventually bloom. That is why not following the rules above affect the assessment process and grades.

Let's create a comfortable, safe space for all where art of creating is a process treated like a newborn in need of care and love to grow.

**Academic Dishonesty** means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

**Any act of academic dishonesty will result in an automatic zero on the entire assignment**

## **1st QUARTER – TENTATIVE COURSE CONTENT**

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
<b>Week 1</b> <b>Aug 10<sup>th</sup> to 11<sup>th</sup></b> <b><u>Only 2 School Days</u></b> <i>10 ~ First Day / Orientation Day</i>	<b>NO CLASS</b>
<b>Week 2</b> <b>Aug 14<sup>th</sup> to 18<sup>th</sup></b> <i>15 ~ Opening Mass</i>	Introduction to Drama - Pass the Imaginary Object: <i>The Drama Skills</i>
<b>Week 3</b> <b>Aug 21<sup>st</sup> to 25<sup>th</sup></b>	The Ice Wizard: <i>Concentration</i>
<b>Week 4</b> <b>Aug 28<sup>th</sup> to Sep 1<sup>st</sup></b>	Peanut Butter & Jelly: <i>Transformation</i>
<b>Week 5</b> <b>Sep 4<sup>th</sup> to 8<sup>th</sup></b> <i>8 ~ Holy Mass &amp; VIP Induction</i>	Magic Carpet: <i>Reviewing C.I.T.I</i>
<b>Week 6</b> <b>Sep 11<sup>th</sup> to 15<sup>th</sup></b> <i>12-14 ~ Pre-Exam Days</i>	Mom Figures It Out: <i>Communicating with Movement</i>
<b>Week 7</b> <b>Sep 18<sup>th</sup> to 22<sup>nd</sup></b>	<b>DRAMA QUARTER 1 EXAM</b>

<b>Week 8</b> <b>Sep 25<sup>th</sup> to 29<sup>th</sup></b> <u>No Classes</u> 25-28 ~Teacher's Conference 29 – Moon Festival Holiday	<b>NO CLASS</b>
<b>Week 9</b> <b>Oct 2<sup>nd</sup> to 6<sup>th</sup></b> <u>3 Days of Class</u> 5-6 ~Q1 Exams	Before I Couldn't But Now I Can: <i>The Drama Tools</i>

## 2<sup>nd</sup> QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
<b>Week 1 (10)</b> <b>Oct 9<sup>th</sup> to 13<sup>th</sup></b> <u>3 Days of Class</u> 9-10 – Double 10 Holiday	<b>NO CLASS</b>
<b>Week 2 (11)</b> <b>Oct 16<sup>th</sup> to 20<sup>th</sup></b>	Scareman: <i>Learning to Problem Solve</i>
<b>Week 3 (12)</b> <b>Oct 23<sup>rd</sup> to 27<sup>th</sup></b>	Stubborn Clay: <i>Cooperation</i>
<b>Week 4 (13)</b> <b>Oct 30<sup>th</sup> to Nov 3<sup>rd</sup></b> 1 - All Saint's Day Mass	The Circus: <i>Planning &amp; Practicing</i>
<b>Week 5 (14)</b> <b>Nov 6<sup>th</sup> to 10<sup>th</sup></b>	Pilgrims: <i>A Life Drama</i>
<b>Week 6 (15)</b> <b>Nov 13<sup>th</sup> to 17<sup>th</sup></b>	Ghost Who Couldn't Scare: <i>Audience Behavior</i>
<b>Week 7 (16)</b> <b>Nov 20<sup>th</sup> to 24<sup>th</sup></b>	The Dreamer: <i>Body Objects</i>
<b>Week 8 (17)</b> <b>Nov 27<sup>th</sup> to Dec 1<sup>st</sup></b>	Exam Review & Rehearsal
<b>Week 9 (18)</b> <b>Dec 4<sup>th</sup> to 8<sup>th</sup></b> 8 - Foundation Day Celebrations	<b>DRAMA QUARTER 2 EXAM</b>
<b>Week 10 (19)</b> <b>Dec 11<sup>th</sup> to 15<sup>th</sup></b> <u>3 Days of Class</u> 14-15 ~ Q2 Exams	The Dreamer: <i>Body Objects</i>
<b>Dec 18<sup>th</sup> to Jan 1<sup>st</sup></b>	<b>Christmas Holiday</b>

### 3rd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
<b>Week 1 (20)</b> <b>Jan 3<sup>rd</sup> to 5<sup>th</sup></b> <u><b>3 Days of Class</b></u> <i>4 ~ New Year Mass</i>	<b>NO CLASS</b>
<b>Week 2 (21)</b> <b>Jan 8<sup>th</sup> to 12<sup>th</sup></b>	Randolph: <i>Story Elements</i>
<b>Week 3 (22)</b> <b>Jan 15<sup>th</sup> to 19<sup>th</sup></b>	Cubby Finds a Home: <i>Communicating with Voice</i>
<b>Week 4 (23)</b> <b>Jan 22<sup>nd</sup> to 26<sup>th</sup></b>	The Puddle: <i>More Story Elements</i>
<b>Week 5 (24)</b> <b>Jan 29<sup>th</sup> to Feb 2<sup>nd</sup></b>	Hungry Caterpillar: <i>Sequencing with the Body</i>
<b>Week 6 (25)</b> <b>Feb 5<sup>th</sup> to 9<sup>th</sup></b> <u><b>3 Days of Class</b></u> <i>8-9 ~ CNY</i>	Emotion Lessons: <i>Exploring Emotions within Text</i>
<b>Feb 8<sup>th</sup> to 16<sup>th</sup></b>	<b>CNY Holiday</b>
<b>Week 7 (26)</b> <b>Feb 19<sup>th</sup> to 23<sup>rd</sup></b> <i>19 ~ Lenten Mass</i> <i>21-23 ~ Pre-Exam Days</i>	Exam Review & Dress Rehearsal
<b>Week 8 (27)</b> <b>Feb 26<sup>th</sup> to March 1<sup>st</sup></b> <u><b>4 Days of Class</b></u> <i>28 ~ 228 Memorial Day Holiday</i>	<b>DRAMA QUARTER 3 EXAM</b>
<b>Week 9 (28)</b> <b>March 4<sup>th</sup> to 8<sup>th</sup></b> <u><b>4 Days of Class</b></u> <i>8 ~ Q3 Exams</i>	Hermit Monster: <i>Playing Emotions</i>

### 4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
<b>Week 1 (29)</b> <b>March 11<sup>th</sup> to 15<sup>th</sup></b> <u><b>4 Days of Class</b></u> <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i>	Early American Life: <i>Creating Action</i>
<b>Week 2 (30)</b> <b>March 18<sup>th</sup> to 22<sup>nd</sup></b> <i>18-21 ~ Fire Drill</i>	Mindless Woman: <i>Communicating with the Body</i>
<b>March 25<sup>th</sup> to Apr 5<sup>th</sup></b>	<b>Easter Holiday</b>
<b>Week 3 (31)</b> <b>Apr 8<sup>th</sup> to 12<sup>th</sup></b> <i>10 ~ Easter Mass</i>	The River: <i>Mirroring Real Life through Cooperation</i>
<b>Week 4 (33)</b> <b>Apr 15<sup>th</sup> to 19<sup>th</sup></b>	The Vegetable Garden: <i>Creating Characters</i>

<b>Week 5 (34)</b> <b>Apr 22<sup>th</sup> to 26<sup>th</sup></b> <i>22-26 ~ AP Mock Exams</i>	Acting Out Life Cycles: <i>Reviewing the Tools &amp; Skills</i>
<b>Week 6 (35)</b> <b>Apr 29<sup>th</sup> to May 3<sup>rd</sup></b> <i>1-2 ~ Pre-Exam</i> <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i>	Exam Review & Rehearsal
<b>Week 7 (36)</b> <b>May 6<sup>th</sup> to 10<sup>th</sup></b> <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i>	<b>DRAMA QUARTER 4 EXAM</b>
<b>Week 8 (37)</b> <b>May 13<sup>th</sup> to 17<sup>th</sup></b> <b><u>2 Days of Class</u></b> <i>15-16 ~ Q4 Exams</i> <i>17 ~ Record Day</i>	Drama Content Review
<b>Week 9 (38)</b> <b>May 20<sup>th</sup> to 24<sup>th</sup></b> <b><u>ACTIVITIES:</u> Double check the school calendar and emails from the administration.</b>	<b><i>End of Year Activities</i></b> <hr/> <i>20-24 ~ Student Clearance Days</i> <i>21 ~ Baccalaureate Mass for Graduating classes</i> <i>22 &amp; 23 ~ Middle &amp; High School Sports Day</i> <i>23 ~ Pre-Kindergarten &amp; Gr. 1 - 4 Recognition/Kindergarten Graduation/Gr. 5 Promotion</i> <i>24 ~ Gr. 6 – 7 Recognition and Gr. 8 Graduation</i> <i>24 ~ Lower School Sports Day</i>
<b>Week 10 (39)</b> <b>May 27<sup>th</sup> to 31<sup>st</sup></b> <b><u>ACTIVITIES:</u> Double check the school calendar and emails from the administration.</b>	<b><i>End of Year Activities</i></b> <hr/> <i>27 ~ House Culminating Activity</i> <i>28 ~ Gr. 9-11 Recognition and Gr. 12 Graduation</i> <i>29 ~ Class Party</i> <i>30 ~ Last Day of School &amp; Report Card Distribution (half day)</i> <i>31 ~ Teachers/Staff Meeting</i>