



# **DRAMA**

## **COURSE SYLLABUS**

**GRADE LEVEL:** Kindergarten

**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**

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
<b>Week 1</b> <b>Aug 10<sup>th</sup> to 11<sup>th</sup></b> <u><b>Only 2 School Days</b></u> <i>10 ~ First Day / Orientation Day</i>	Self Intro-Power Point Presentation
<b>Week 2</b> <b>Aug 14<sup>th</sup> to 18<sup>th</sup></b> <i>15 ~ Opening Mass</i>	Introduction to Drama Finding Myself in Drama: <i>Four Fine Arts &amp; Self Management</i>
<b>Week 3</b> <b>Aug 21<sup>st</sup> to 25<sup>th</sup></b>	Working With Space: <i>Sharing Space with Others</i>
<b>Week 4</b> <b>Aug 28<sup>th</sup> to Sep 1<sup>st</sup></b>	Seeds Grow/Greedy Little Fish: <i>Introduce Imitation and Cooperation</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>	Elves & the Shoemaker: <i>Respecting the Space of Others &amp; Listening</i>
<b>Week 6</b> <b>Sep 11<sup>th</sup> to 15<sup>th</sup></b> <i>12-14 ~ Pre-Exam Days</i>	Introducing 5 Senses: <i>Identify and Imitate the Five Senses</i>
<b>Week 7</b> <b>Sep 18<sup>th</sup> to 22<sup>nd</sup></b>	Magic Carpet: <i>Imaginary Settings &amp; Sensory Recall</i>
<b>Week 8</b> <b>Sep 25<sup>th</sup> to 29<sup>th</sup></b> <u><b>No Classes</b></u> <i>25-28 ~Teacher's Conference</i> <i>29 – Moon Festival Holiday</i>	<b>NO CLASS</b>
<b>Week 9</b> <b>Oct 2<sup>nd</sup> to 6<sup>th</sup></b> <u><b>3 Days of Class</b></u> <i>5-6 ~Q1 Exams</i>	Dragon Hunt Mirror/Caveman

## 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> <i>9-10 – Double 10 Holiday</i>	Introduction to Graduation Song 1 & Dance  Humpty Dumpty: <i>Use Mind, Body and Voice to Tell a Story</i>
<b>Week 2 (11)</b> <b>Oct 16<sup>th</sup> to 20<sup>th</sup></b>	Introduction to Graduation Song 2 & Dance  The Snowman: <i>Predicting Consequences of Actions</i>
<b>Week 3 (12)</b> <b>Oct 23<sup>rd</sup> to 27<sup>th</sup></b>	Song practices  Pictures in the Air/Imaginary Land/ Jack & Jill: <i>Demonstrate Supportive Audience Behavior</i>
<b>Week 4 (13)</b> <b>Oct 30<sup>th</sup> to Nov 3<sup>rd</sup></b> <i>1 - All Saint's Day Mass</i>	Groups & Graduation Script  I Woke Up this Morning: <i>Identify Emotions and Physical Responses to Emotions</i>
<b>Week 5 (14)</b> <b>Nov 6<sup>th</sup> to 10<sup>th</sup></b>	Graduation Song & Dance Script Rehearsal  Emotions Lesson: <i>Four Basic Emotions &amp; How We Show Them</i>
<b>Week 6 (15)</b> <b>Nov 13<sup>th</sup> to 17<sup>th</sup></b>	Script Rehearsal  The Three Billy Goats Gruff: <i>Body, Mind &amp; Voice</i>
<b>Week 7 (16)</b> <b>Nov 20<sup>th</sup> to 24<sup>th</sup></b>	Script Rehearsal  Charlie: <i>Conflict &amp; Resolution in Drama</i>
<b>Week 8 (17)</b> <b>Nov 27<sup>th</sup> to Dec 1<sup>st</sup></b>	Script Rehearsal  Henny Penny: <i>Accepting the Ideas of Others</i>
<b>Week 9 (18)</b> <b>Dec 4<sup>th</sup> to 8<sup>th</sup></b> <i>8 - Foundation Day Celebrations</i>	Quarter Exams
<b>Week 10 (19)</b> <b>Dec 11<sup>th</sup> to 15<sup>th</sup></b> <u>3 Days of Class</u> <i>14-15 ~ Q2 Exams</i>	Review and Evaluation
<b>Dec 18<sup>th</sup> to Jan 1<sup>st</sup></b>	<b>Christmas Break</b>

## 3<sup>rd</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 (20)</b> <b>Jan 3<sup>rd</sup> to 5<sup>th</sup></b>	Introduction to Graduation Performance

<b><u>3 Days of Class</u></b> <i>4 ~ New Year Mass</i>	Caps for Sale: <i>Identify and Solve Dramatic Problems</i>
<b>Week 2 (21)</b> <b>Jan 8<sup>th</sup> to 12<sup>th</sup></b>	King Bidgood's in the Bathtub: <i>Contributing Suggestions</i>
<b>Week 3 (22)</b> <b>Jan 15<sup>th</sup> to 19<sup>th</sup></b>	Graduation Rehearsal: <i>Fairytale World: Adding Actions</i>
<b>Week 4 (23)</b> <b>Jan 22<sup>nd</sup> to 26<sup>th</sup></b>	Graduation Rehearsal: <i>Fairytale World: Stage Directions</i>
<b>Week 5 (24)</b> <b>Jan 29<sup>th</sup> to Feb 2<sup>nd</sup></b>	Graduation Rehearsal: <i>Fairytale World: Microphone Practice</i>
<b>Week 6 (25)</b> <b>Feb 5<sup>th</sup> to 9<sup>th</sup></b> <b><u>3 Days of Class</u></b> <i>8-9 ~ CNY</i>	Graduation Rehearsal: <i>Fairytale World: Group Reading</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>	Graduation Rehearsal: <i>Fairytale World: Voice Recording</i>
<b>Week 8 (27)</b> <b>Feb 26<sup>th</sup> to March 1<sup>st</sup></b> <b><u>4 Days of Class</u></b> <i>28 ~ 228 Memorial Day Holiday</i>	Quarter Exams
<b>Week 9 (28)</b> <b>March 4<sup>th</sup> to 8<sup>th</sup></b> <b><u>4 Days of Class</u></b> <i>8 ~ Q3 Exams</i>	Review

## **4th QUARTER – TENTATIVE COURSE CONTENT**

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
<b>Week / Date</b>	<b>Topic / Projects / Assessments</b>
<b>Week 1 (29)</b> <b>March 11<sup>th</sup> to 15<sup>th</sup></b> <b><u>4 Days of Class</u></b> <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i>	Stage Familiarization Gym and Stage tour Backstage and On-Stage Experience
<b>Week 2 (30)</b> <b>March 18<sup>th</sup> to 22<sup>nd</sup></b> <i>18-21 ~ Fire Drill</i>	Graduation Performance Rehearsal
<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>	Graduation Performance Rehearsal: Part 1
<b>Week 4 (33)</b> <b>Apr 15<sup>th</sup> to 19<sup>th</sup></b>	Graduation Performance Rehearsal: Part 2
<b>Week 5 (34)</b> <b>Apr 22<sup>th</sup> to 26<sup>th</sup></b> <i>22-26 ~ AP Mock Exams</i>	Lights- Graduation Performance Rehearsal

<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>	Props- Graduation Performance 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>	Getting it All Together- <i>Graduation Rehearsal with MIT</i>
<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>	Getting it All Together- <i>Graduation Rehearsal with MIT</i>
<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>	Graduation Dress Rehearsal - May 21st  <b>GRADUATION - May 23, 2024</b>
<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>NO CLASS</b>