



## **Pre-Kindergarten Drama**

### **COURSE SYLLABUS**

**GRADE LEVEL:** Grade 3

**SCHOOL YEAR:** 2023 - 2024

**TEACHER:** Cheyne Turck

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#### **COURSE DESCRIPTION:**

Pre-Kinder Drama focuses on emotional awareness and language development. Our activities center the child as an active participant in the learning process instead of just a passive observer; our dancing, singing and reading activities and games promote cognitive, emotional, physical and social development which benefit our students' growth and enhance their performance in all of our school's subjects.

Pre-K Drama focuses on the process of experiencing the art form and experiencing it with our classmates. We integrate drama into our pre-k curriculum because it builds on a child's natural ability to play. With play, we build powerful connections with our classmates and with ourselves. In kindergarten there is a big emphasis on learning through play and this is what we try to achieve in our drama classes. Our drama classes will also include some cross-curricular activities, using art, music, math and language to help deepen the students' understanding and connection to their real life.

For young children, studying drama is an opportunity to learn and understand themselves, their emotions, expressions and their movements. They will boost their imagination skills, find out about their own abilities and strengths, learn how to move through space and respond to cues, improve their creative and critical thinking and learn how to collaborate and improve together through games, activities and sing-alongs. This course is a safe space where creation is encouraged and inspiration is supported. 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 exercise and develop verbal and non-verbal (interpersonal) communicational 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 their surroundings, the people around them and the arts. Students will acquire new vocabulary that will enhance school academic performance.
- **Cognitive, linguistic, socio-emotional and physical development:** perception, attention, memory, motor skills, imagination, social skills, problem solving, concept learning, 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 work:** Students will build their capacities and skills in terms of learning to collaborate and contribute to a group in harmony, while at the same time they will learn how to evolve individually and collaboratively.

At the end of this course, students will have improved their:

**Social and Interpersonal Skills:**

- Getting along with other children and adults and developing good relationships with teachers
- Helping others and developing caring attitudes
- Playing and working cooperatively
- Following classroom rules

**Learning to Learn:**

- Self-help skills to promote a good self-image and high self-esteem
- Knowledge of self, family, and culture
- Sense of self-worth
- Persistence, cooperation, self-control, and motivation to learn
- Growing confidence
- Responsibility for age-appropriate tasks
- Turn taking during activities with other children

**Language and Literacy:**

- Oral language skills
- Vocabulary
- Conversations with other children and adults
- Proficiency in language
- Literacy skills related to writing and reading
- Listening comprehension
- Motivation to read

**Character Education:**

- Positive mental attitude
- Persistence
- Respect for others
- Cooperation
- Honesty
- Trustworthiness
- Sensitivity

**ASSESSMENT:**

Practical observation and evaluation based on class participation, both orally (answering questions about stories) and physically (dancing and acting out activities).

Students' participation is assessed based in a 1 to 4 scale:

- 4 - Proficient
- 3 - Meets expectations
- 2 - Working towards meeting expectations
- 1 - Does not meet expectations

**PRIMARY TEXTBOOK & OTHER RESOURCES**

Curriculum developed by **One Stop Drama Shop** will be used to teach Pre-K drama. The curriculum is designed to meet standards in the arts. It progresses in sequence from grade to grade and builds on skills year after year.

**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>Only 2 School Days</b> <i>10 ~ First Day / Orientation Day</i>	<a href="#">Introduction to Pre-K Drama</a> Introduction to material, procedures and routines Get to know me PPT
<b>Week 2</b> <b>Aug 14<sup>th</sup> to 18<sup>th</sup></b> <i>15 ~ Opening Mass</i>	<a href="#">Introducing the 5 Senses</a> Objective: Identify & imitate the 5 senses Focus: sound & sight Musical instruments & rhythm
<b>Week 3</b> <b>Aug 21<sup>st</sup> to 25<sup>th</sup></b>	<a href="#">Introducing the 5 Senses</a> Objective: Identify & imitate the 5 senses Focus: touch, taste & smell Group reading: Polar Bear, Polar Bear, What Do You Hear?
<b>Week 4</b> <b>Aug 28<sup>th</sup> to Sep 1<sup>st</sup></b>	<a href="#">Elves and the Shoemaker</a> Objective: Self-management skills Group reading: The Elves and The Shoemaker Exploring key terms used in drama (loud, quiet, fast, slow, etc.)
<b>Week 5</b> <b>Sep 4<sup>th</sup> to 8<sup>th</sup></b> <i>8 ~ Holy Mass &amp; VIP Induction</i>	<a href="#">Elves and the Shoemaker</a> Objective: Self-management skills Group reading: The Elves and The Emperor Vocabulary: space, listening, imitation, concentration
<b>Week 6</b> <b>Sep 11<sup>th</sup> to 15<sup>th</sup></b> <i>12-14 ~ Pre-Exam Days</i>	<a href="#">Magic Carpet</a> Objective: Using the 5 senses Group reading: Aladdin and The Magic Lamp How do we use our senses in different places?
<b>Week 7</b> <b>Sep 18<sup>th</sup> to 22<sup>nd</sup></b>	<a href="#">Magic Carpet</a> Objective: Using the 5 senses Group reading: Piglette Respecting personal space
<b>Week 8</b> <b>Sep 25<sup>th</sup> to 29<sup>th</sup></b> <b>No Classes</b> <i>25-28 ~ Teacher's Conference</i> <i>29 ~ Moon Festival Holiday</i>	<b>Teachers Conferences &amp; Moon Festival - No Classes</b>
<b>Week 9</b> <b>Oct 2<sup>nd</sup> to 6<sup>th</sup></b> <b>3 Days of Class</b> <i>5-6 ~ Q1 Exams</i>	<b>Review &amp; Evaluation</b> <b>Q1 Exams</b>

## 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> <b>3 Days of Class</b> <i>9-10 – Double 10 Holiday</i>	<a href="#">Humpty Dumpty</a> Objective: Identify and use drama tools (mind, body, voice) Group reading: Humpty Dumpty Vocabulary: mind, body, voice, imagination
<b>Week 2 (11)</b> <b>Oct 16<sup>th</sup> to 20<sup>th</sup></b>	<a href="#">Humpty Dumpty</a> Objective: Identify and use drama tools (mind, body, voice) Expanding on a story: Humpty Dumpty How do we use our bodies to tell a story?
<b>Week 3 (12)</b> <b>Oct 23<sup>rd</sup> to 27<sup>th</sup></b>	<a href="#">The Snowman</a> Objective: Using the 3 drama tools (mind, body, voice) Poem: The Snowman Pair work: Playing different characters from the poem
<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>	<a href="#">The Snowman</a> Objective: Using the 3 drama tools (mind, body, voice) Pair work: Acting out the poem How can I be a good audience member?
<b>Week 5 (14)</b> <b>Nov 6<sup>th</sup> to 10<sup>th</sup></b>	<a href="#">Jack &amp; Jill</a> Objective: Using the 3 drama tools (mind, body, voice) Group reading: Jack and Jill Pair work: Playing different characters from the story
<b>Week 6 (15)</b> <b>Nov 13<sup>th</sup> to 17<sup>th</sup></b>	<a href="#">Jack &amp; Jill</a> Objective: Using the 3 drama tools (mind, body, voice) Group reading: Harold and the Purple Crayon Activity: Drawing pictures in the air (Visualization)
<b>Week 7 (16)</b> <b>Nov 20<sup>th</sup> to 24<sup>th</sup></b>	<a href="#">I Woke Up This Morning</a> Objective: Imitate actions & emotions of a character Character Education: Identify emotions & physical reactions to emotions Vocabulary: happy, sad, mad & scared
<b>Week 8 (17)</b> <b>Nov 27<sup>th</sup> to Dec 1<sup>st</sup></b>	<a href="#">I Woke Up This Morning</a> Objective: Imitate actions & emotions of a character Group reading: Making Faces Sentence structure: I feel _____ because _____.
<b>Week 9 (18)</b> <b>Dec 4<sup>th</sup> to 8<sup>th</sup></b> <i>8 - Foundation Day Celebrations</i>	<a href="#">Christmas Themed Songs and Stories</a> Elements of dance, sing along & story time
<b>Week 10 (19)</b> <b>Dec 11<sup>th</sup> to 15<sup>th</sup></b> <b>3 Days of Class</b> <i>14-15 ~ Q2 Exams</i>	<b>Review &amp; Evaluation</b> <b>Q2 Exams</b>
<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> <b>3 Days of Class</b> <i>4 ~ New Year Mass</i>	<u>Emotions</u> Objective: Imitate actions & emotions of a character through movement Identify & imitate the 4 main emotions Imitate different animals
<b>Week 2 (21)</b> <b>Jan 8<sup>th</sup> to 12<sup>th</sup></b>	<u>Emotions</u> Objective: Imitate actions & emotions of a character through movement Group reading: Grumpy Monkey How do our face & body show different emotions?
<b>Week 3 (22)</b> <b>Jan 15<sup>th</sup> to 19<sup>th</sup></b>	<u>Chinese New Year Themed Week</u> Elements of dance, sing along & story time
<b>Week 4 (23)</b> <b>Jan 22<sup>nd</sup> to 26<sup>th</sup></b>	<u>The Three Billy Goats Gruff</u> Objective: Identify and imitate the four basic emotions Group reading: The Three Billy Goats Gruff Make finger puppets of 'The Three Billy Goats Gruff'
<b>Week 5 (24)</b> <b>Jan 29<sup>th</sup> to Feb 2<sup>nd</sup></b>	<u>The Three Billy Goats Gruff</u> Objective: Identify and imitate the four basic emotions Group reading: The Three Billy Goats Gruff Act out story using finger puppets
<b>Week 6 (25)</b> <b>Feb 5<sup>th</sup> to 9<sup>th</sup></b> <b>3 Days of Class</b> <i>8-9 ~ CNY</i>	<u>Careers</u> Objective: Identify and imitate different jobs Group reading Sentence structure: When I grow up I want to be _____ because _____.
<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>	<u>Henny Penny</u> Objective: Identify and solve dramatic problems Group reading: Henny Penny Discussion: Problems & solutions in drama
<b>Week 8 (27)</b> <b>Feb 26<sup>th</sup> to March 1<sup>st</sup></b> <b>4 Days of Class</b> <i>28 ~ 228 Memorial Day Holiday</i>	<u>Henny Penny</u> Objective: Identify and solve dramatic problems Group reading: Henny Penny Re-enact the story 'Henny Penny'
<b>Week 9 (28)</b> <b>March 4<sup>th</sup> to 8<sup>th</sup></b> <b>4 Days of Class</b> <i>8 ~ Q3 Exams</i>	<b>Review &amp; Evaluation</b> <b>Elements of dance, sing along &amp; story time</b> <b>Q3 Exams</b>

## 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> <b>4 Days of Class</b> <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i>	<a href="#">Caps for Sale</a> Objective: Identify and solve dramatic problems Group reading: Caps for Sale Discussion: Problems & solutions in drama Q3 Exams
<b>Week 2 (30)</b> <b>March 18<sup>th</sup> to 22<sup>nd</sup></b> <i>18-21 ~ Fire Drill</i>	<a href="#">Caps for Sale</a> Objective: Identify and solve dramatic problems Re-enact the story 'Caps for Sale' Discussion: Using our wits instead of emotions to solve problems
<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>	<a href="#">King Bidgood's in the Bathtub</a> Objective: Identify and solve dramatic problems Group reading: King Bidgood's in the Bathtub Discussion: Problems & solutions in drama
<b>Week 4 (33)</b> <b>Apr 15<sup>th</sup> to 19<sup>th</sup></b>	<a href="#">King Bidgood's in the Bathtub</a> Objective: Identify and solve dramatic problems Review reading & discuss alternate solutions Graduation performance practice
<b>Week 5 (34)</b> <b>Apr 22<sup>th</sup> to 26<sup>th</sup></b> <i>22-26 ~ AP Mock Exams</i>	<a href="#">Prop Box</a> Objective: Compare dramatic action to real life actions Use props to act out different scenarios Free play with props Graduation performance practice
<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)</i> <i>4/29 – 5/10 ~ AP Exams</i>	<a href="#">Prop Box</a> Use props to act out different scenarios Free play with props Graduation performance practice
<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>	<a href="#">Review &amp; Evaluation</a> Elements of dance, sing along & story time Graduation performance practice
<b>Week 8 (37)</b> <b>May 13<sup>th</sup> to 17<sup>th</sup></b> <b>2 Days of Class</b> <i>15-16 ~ Q4 Exams</i> <i>17 ~ Record Day</i>	<a href="#">Review &amp; Evaluation</a> Elements of dance, sing along & story time <b>Q4 Exams</b>
<b>Week 9 (38)</b> <b>May 20<sup>th</sup> to 24<sup>th</sup></b> <b>ACTIVITIES: Double check the school calendar and emails from the administration.</b>	<a href="#">End of Year Activities</a> ----- <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>ACTIVITIES: Double check the school calendar and emails from the administration.</b>	<a href="#">End of Year Activities</a> ----- <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>