



DRAMA

COURSE SYLLABUS

GRADE LEVEL: G1

SCHOOL YEAR: 2022-23

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

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.

Copying (plagiarism) is a serious offense and a form of theft. In certain cases, it is also a criminal offense. It is defined as taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were your own. Plagiarism is a violation of another person's rights, whether the material stolen is great or small – it is not a matter of degree or intent. Plagiarism has serious consequences.

Any act of plagiarism 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
Week 1 Aug 10th to 12th 3 Days of Class <i>10~ First Day / Orientation Day</i>	Drama introduction “Get to know you” presentation
Week 2 Aug 15th to 19th <i>Opening Mass</i>	Emotional intelligence learning “Body and face” presentation Emotions worksheets seatwork
Week 3 Aug 22nd to 26th	Magic Box activity Create your own Elements of drama
Week 4 Aug 29th to Sep 2nd	Funny voices activity Video assignment
Week 5 Sep 5th to 9th 4 Days of Class <i>8~ Mass & Birthday Mother Mary</i> <i>9th – Moon Festival</i>	Follow my steps song Short song presentations

Week 6 Sep 12th to 16th FYI – Pre-Exam Days	Stem challenge: build an air balloon for your toy friend Symbolic play and small presentations of play assignment
Week 7 Sep 19th to 23rd	Drama Exams: present yourself and your act and show us
Week 8 Sep 26th to 30th 2 Days of Class <i>28-30 ~Teacher's Conference</i>	Review
Week 9 Oct 3rd to 7th 3 Days of Class <i>6-7 ~Q1 Exams</i>	Review

2nd 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
Week 1 (10) Oct 10th to 14th 4 Days of Class <i>10 – Double 10 Holiday</i>	Story Reading and analysis: “Trip to Space” Character and group division Props needs
Week 2 (11) Oct 17th to 21st	Story Rehearsal group 1 and 2 Rehearsal Etiquette Audience Etiquette
Week 3 (12) Oct 24th to 28th <i>25-27 – Book Fair</i> <i>28- Masquerade Night</i> <i>TBA-Holy Rosary Mass</i>	Story Rehearsal group 3 and 4 Rehearsal Etiquette Audience Etiquette
Week 4 (13) Oct 31st to Nov 4th <i>1-All Saint's Day Mass</i>	Story Rehearsals Improvisation
Week 5 (14) Nov 7th to 11th	Story Rehearsals Body and face
Week 6 (15) Nov 14th to 18th	Story Rehearsals Voice and projection
Week 7 (16) Nov 21st to 25th <i>25 - YSC Contest</i> <i>25-Gr.12 Q2 Exam</i>	Story Rehearsals Props and costumes
Week 8 (17) Nov 28th to Dec 2nd FYI – Pre-Exam Days <i>28-Gr.12 Q2 Exam</i>	Story Rehearsals Self and peer Assessments
Week 9 (18) Dec 5th to 9th <i>8 - Foundation Day Celebrations</i>	Quarter Exams
Week 10 (19) Dec 12th to 16th 3 Days of Class <i>15-16 ~Q2 Exams</i>	Review and reflection
Dec 19th to Jan 2nd	Christmas Break

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
Week 1 (20) Jan 5 to 6th <u>2 Days of Class</u>	Story Reading and analysis: “ King Midas ” Character and group Division Props needs
Week 2 (21) Jan 9th to 13th	Story Rehearsal group 1 and 2 Rehearsal Etiquette Audience Etiquette
Week 3 (22) Jan 16th to 20th	Story Rehearsal group 3 and 4 Rehearsal Etiquette Audience Etiquette
Jan 23rd to 27th	Chinese New Year
Week 4 (23) Jan 30th to Feb 3rd	Story Rehearsals Improvisation
Week 5 (24) Feb 6th to 10th	Story Rehearsals Body and face
Week 6 (25) Feb 13th to 17th	Story Rehearsals Voice and projection
Week 7 (26) Feb 20th to 24th <i>20-24 ~IOWA</i> <i>22 ~ Ash Wednesday Mass</i> <i>21-23 ~ Pre-Exam Days</i>	Story Rehearsals Props and costumes
Week 8 (27) Feb 27th to March 3rd <u>3 Days of Class</u> <i>27-28 ~ 228 Memorial Day</i> Holiday	Story Rehearsals Self and peer assessments
Week 9 (28) March 6th to 10th <u>4 Days of Class</u> <i>11 – Q3 Exams</i>	Quarter Exams

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
Week 1 (29) March 13th to 17th <u>4 Days of Class</u> <i>13 – Q3 Exams</i> <i>14~ Q4 Begins</i>	Introduction to story making Group division and story ideas Story writing
Week 2 (30) March 20th to 24th <i>20 ~ Fire Drill</i>	Story finalizing Book creation
Week 3 (31) March 27th to 31st	Character division First rehearsal
Apr 3rd to 14th	Easter Break

Week 4 (33) Apr 17th to 21st	Story rehearsal Improvisation
Week 5 (34) Apr 24th to 28th <i>24-28 ~ AP Mock Exams</i>	Story rehearsal Memorization
Week 6 (35) May 1st to 5th <i>2-4 ~ Pre-Exam</i> <i>1-5 ~ Final Exams (K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	Story rehearsal Voice and projection
Week 7 (36) May 8th to 12th <i>8-12 ~ Final Exams(K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	Story rehearsal Body and face
Week 8 (37) May 15th to 19th <u>3 Days of Class</u> <i>18-19 ~ Q4 Exams</i>	Final rehearsal
Week 9 (38) May 22nd to 26th <u>4 Days of Class</u> <i>22 ~ Record Day</i> <i>23-26 ~ Student Clearance</i>	Quarter Exam: Story Performances
Week 10 (39) May 29th to June 2nd <u>4 Days of Class</u> <i>1 ~ Students Last Day</i> <i>2 ~ Teachers/Staff Meeting</i>	Review