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PRE-KINDERGARTEN DRAMA

COURSE SYLLABUS

School Year	2026-2027
Subject	Drama
Grade Level	Pre-Kindergarten
Teacher	Ms. Emily Howe
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COURSE DESCRIPTION:

Pre-K Drama offers young learners a joyful and engaging introduction to the world of theatre. Through movement, storytelling, imaginative play, and group activities, students begin to explore how to express themselves using their voices, bodies, and imaginations.

This class helps children build important early skills like communication, collaboration, emotional awareness, and creative thinking. Each lesson is designed to support social and emotional development while encouraging self-confidence, problem-solving, and active listening.

Aligned with the National Core Arts Standards for Theatre, the curriculum gently introduces foundational drama concepts like characters, setting, and story structure through fun and age-appropriate activities. Over the course of the year, students will grow their ability to share ideas, work together, and participate as both performers and respectful audience members.

COURSE OBJECTIVES: By the end of the semester/school year, Students will be able to (SWBAT):

1. **Use their body, voice, and imagination** to express ideas, emotions, and characters in a dramatic setting.
2. **Participate cooperatively in group activities** by taking turns, sharing space, and working together to create stories and scenes.
3. **Demonstrate basic understanding of story elements** such as beginning, middle, end, character, and setting through dramatic play.
4. **Express a range of emotions** through facial expressions, movement, and vocal choices.
5. **Engage in imaginative role-play** using props, costume pieces, or symbolic objects.
6. **Retell and act out familiar stories** with classmates, using movement and voice to bring the story to life.

7. **Make creative choices in performance**, showing emerging confidence and focus.
8. **Respect others' ideas and performances** as both an audience member and a participant.
9. **Reflect on their own dramatic experiences**, using simple language to describe what they did, felt, or enjoyed.
10. **Contribute to a simple group performance**, demonstrating understanding of cues, character, and sequence in a supportive ensemble.

PRIMARY TEXTBOOKS AND OTHER RESOURCES:

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

GRADING SYSTEM/ASSESSMENT:

Assessment in Pre-K Drama is ongoing and based on observation of student participation, effort, and skill development throughout the year. The emphasis is on creating a supportive environment where students feel safe to take creative risks and grow at their own pace.

Students are assessed using the following criteria:

Participation & Engagement – Regular attendance, active involvement in class activities, willingness to try new things.

Creative Expression – Use of imagination, voice, body, and emotions to express ideas and characters.

Collaboration – Ability to share, take turns, work cooperatively, and show respect for others.

Listening & Focus – Demonstrating attention during activities, following directions, and responding to cues.

Growth Over Time – Observable progress in communication, confidence, and understanding of dramatic concepts.

ADDITIONAL INFORMATION:

Please always check Google Classroom for homework and announcements.

ACADEMIC DISHONESTY:

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:

- Purposely incorporating the ideas, words or sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's work;
- Representing another's intellectual work, such as photographs, paintings, drawings, sculpture, research, or the like, as one's own, including failure to attribute content to an AI.
- Employing a tutor, using Artificial Intelligence without acknowledgment, getting a parent to write a paper or do an assignment, and paying for an essay to be written by someone else and presented as the student's work.
- 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/learning task.

SUBJECT: PRE-KINDERGARTEN DRAMA

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
Week 1 Aug 11th to 14th <u>4 Days of Class</u> 11 ~ First Day / Orientation Day 14 ~ Opening Mass & Assumption of Our Lady 8:00	Topic: Welcome to Drama! Learn class norms, “actor tools” (body, voice, mind) through mirror games and name games.
Week 2 Aug 17th to 21st 18 ~ St. Dominic Feast Day Celebration + Induction of Student Leaders	Topic: My Body Can... Explore body movement: big/small, fast/slow, high/low. Use freeze dance and movement exploration.
Week 3 Aug 24th to 28th	Topic: My Voice Can... Use voice in different pitches, volumes, and emotions. Voice warm-ups and echo games.
Week 4 Aug 31st to Sep 4th	Topic: Feelings on Stage Explore facial expressions and emotional movement. Introducing the “Emotion Statues” game.
Week 5 Sep 7th to 8th 7 ~ Mass & Birthday Mother Mary& VIP Induction	Topic: Let’s Pretend! Use imagination to become objects or animals.
Week 6 Sep 14th to 18th	Topic: Working Together Cooperative games like “Pass the Movement” and “Group Statues.”
Week 7 Sep 21st to 25th 21 - Teacher's Day / Peace Day Activities 22-24 ~ Pre-exam Days 25 ~ Moon Festival	Topic: Actor Space Practice personal space and moving safely. “Walking through Jelly” activity.
Week 8 Sep 29th to Oct 2nd <u>2 Days of Class</u> 28 ~ Teacher's Day 1-2 ~ Q1 Exams	<u>No Class 10/01</u> <u>Q1 Exams (Half Day)</u>
Week 9 Oct 5th to 9th <u>4 Days / No Classes</u> 5-8 ~ Teacher's Conf. & Mass 9 ~ Double Ten	<u>No Classes</u>

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 12th to 16th 12 ~ Second Quarter Begins	Topic: Role Play - At the Zoo Improvise as animals. Explore different animal movements, sounds, and habitats. Review and Reflect Class story using all learned tools. Student reflections: "What was your favorite thing to pretend?"
Week 2 (11) Oct 19th to 23rd 24 – Book Fair	Topic: Beginning, Middle, End Story structure using simple folktales or picture books (e.g. "The Three Bears")
Week 3 (12) Oct 26th to 30th <u>4 Days of Class</u> 26 – Retrocession Day	Topic: Setting the Scene Explore different places (jungle, beach, forest) through guided imagery and scene creation
Week 4 (13) Nov 2nd to Nov 6th 2 – All Soul's Day Mass	Topic: Becoming Characters Use scarves, hats, or props to become a character from a familiar story.
Week 5 (14) Nov 9th to 13th	Topic: Story Drama: The Gingerbread Man Act out the story with parts. Focus on sequencing and voice variation.
Week 6 (15) Nov 16th to 20th 20 - YSC Contest	Topic: Conflict and Resolution Simple conflict (e.g. "Lost Teddy") and how characters solve problems.
Week 7 (16) Nov 23th to 27th 24-26 ~ Pre-Exam Day	Topic: Pantomime Use movement only to show ideas. Practice miming daily routines or emotions.
Week 8 (17) Nov 30th to Dec 4th	Topic: Story Drama - The Mitten Ensemble storytelling using roles and space creatively.
Week 9 (18) Dec 7th to 11th <u>2 Days of Class</u> 8 - Foundation Day (Whole Day) 10-11 ~ Q2 Exams	<u>No Class 12/10</u> <u>Q2 Exams (Half Day)</u>
Dec 14th to Jan 1st	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 (19) Jan 4th to 8th <u>4 Days of Class</u> 4 ~ Record Day 5 ~ Third Quarter Begins 8 ~ New Year Mass	Topic: Ensemble Warm-Ups Group games that require focus and cooperation: “1-2-3 Clap,” “Zip Zap Zop”.
Week 2 (20) Jan 11th to 15th	Topic: Create Your Own Story Small group guided creation of 3-part story. Use pictures or props to support.
Week 3 (21) Jan 18th to 22nd	Topic: Reflect and Share Share one part of their story with peers. Encourage audience feedback.
Week 4 (22) Jan 25th to 29th 28 ~ Feast Day of St. Thomas	Topic: Props and Costumes Introduce simple symbolic props/costumes. Practice switching roles using them.
Week 5 (23) Feb 1st to 3rd <u>3 Days of Class</u> 1 ~ CNY Celebration	<u>No Class 02/04</u> <u>Chinese New Year</u>
Feb 4th to 12th	Chinese New Year
Week 6 (24) Feb 15th to 19th ?? ~ House Valentine's Mini Fair	Topic: Big Emotions Use exaggeration to show happiness, fear, anger, etc. Focus on facial and physical expression.
Week 7 (25) Feb 22nd to 26th ??-?? ~ IOWA Assessments	Topic: Voice Projection Learn to speak clearly and confidently. Practice “stage voice” vs. “indoor voice”.
Week 8 (26) March 1st to 5th <u>4 Days of Class</u> 1 ~ Memorial Day Holiday 2- 4 ~ Pre-Exam Days	Topic: Focus and Freeze Practice staying in character. Play “Statue Game” and “Freeze Frame in a Story”.
Week 9 (27) March 8th to 12th	Topic: Shadow Stories Explore storytelling with shadows or silhouettes (using a flashlight and screen)
Week 10 (28) March 15th to 19th	Topic: Easter Themed Lesson Use body, voice and mind to explore different animals and objects seen and used around Easter. Easter Story and Easter Egg Hunt

Week 11 (29) March 22nd to 26th <u>1 Day of Class</u> 23 - 24 – Q3 Exams	<u>No Class 03/25</u> <u>Q3 Exams (Half Day)</u>
March 25th to April 6th	Easter Break

4th 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 (30) Apr 7th to 9th <u>3 Days of Class</u> 5 - 6 ~ Tomb Sweeping 10 ~ Spring Fair	Topic: Puppetry Introduction Use simple puppets to retell a story. Focus on voice and puppet movement.
Week 2 (31) Apr 12th to 16th	Topic: Create a Puppet Play In small groups, plan a beginning-middle-end story using puppets.
Week 3 (32) Apr 19th to 23rd	Topic: Rehearse and Refine Rehearse puppet shows or group story performances. The audience will start to give feedback “I liked it because...” Share performances with classmates. Celebrate group work and storytelling.
Week 4 (33) Apr 26th to 30th <u>4 Days of Class</u> 27 - 29 ~ Pre-Exam Days ?? ~ Class Photo Taking 30 ~ Labor Day Holiday	Topic: Create a Class Play (Idea) Brainstorm ideas for a short class play using student input.
Week 5 (34) May 3rd to 7th 3 – May Crowning & Mother's Day Celebration	Topic: Build the Story Outline characters, setting, beginning/middle/end of story.
Week 6 (35) May 10th to 14th <u>4 Days of Class</u> 12-13 ~ Q4 Exam 14 ~ Record Day	<u>No Class 05/13</u> <u>Q3 Exams (Half Day)</u>
Week 7 (36) May 17th to 21st 17 ~ Baccalaureate Mass 17 – 21 ~ WIDA Testing ?? ~ House Sports Day 19 ~ Sports Day 21 ~ House Culminating Activity	Topic: Design Choices Choose simple props, costume pieces, or sounds to enhance the play.
Week 8 (37) May 24th to 28th 25 ~ K2 Graduation + G5 Promotion 26 ~ Gr. 8 +12 Graduation 27 ~ Recognition Day 28 ~ Students Last Day	Topic: Drama Games Extravaganza Play favorite games from the year, review key concepts (imagination, character, story, collaboration)

Week 9 (38) May 31st 31 ~ Teachers/Staff Meeting	No Classes EOY - Teacher/Staff Meeting