



# DRAMA

## COURSE SYLLABUS

**GRADE LEVEL:** Kindergarten

**SCHOOL YEAR:** 2024-25

**TEACHER:** Ms. Emily Howe

**MAIL:** ehowe@dishs.tp.edu.tw

### **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
2. 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.
3. 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.
4. 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 12<sup>th</sup> to 16<sup>th</sup></b> <b>4 Days of Class</b> 12~ First Day / Orientation Day 15~ Opening Mass & Assumption of Our Lady 8:00 15~ Induction of Class, Student Council Officers and DYM	Introduction to Drama Finding Myself in Drama: <i>Four Fine Arts &amp; Self Management</i>
<b>Week 2</b> <b>Aug 19<sup>th</sup> to 23<sup>rd</sup></b>	Working With Space: <i>Sharing Space with Others</i> Seeds Grow/Greedy Little Fish: <i>Introduce Imitation and Cooperation</i>
<b>Week 3</b> <b>Aug 26<sup>st</sup> to 30<sup>th</sup></b> 26~Fire drill 26~Middle and High School Catholic Bridge Program (after assembly) 28~St. Dominic de Guzman Feast Day Celebration	Elves & the Shoemaker: <i>Respecting the Space of Others &amp; Listening</i> Introducing 5 Senses: <i>Identify and Imitate the Five Senses</i>
<b>Week 4</b> <b>Sep 2<sup>nd</sup> to 6<sup>th</sup></b> 2~House Ceremony	Magic Carpet: <i>Imaginary Settings &amp; Sensory Recall</i>
<b>Week 5</b> <b>Sep 9<sup>th</sup> to 13<sup>th</sup></b> 9~ Mass & Birthday Mother Mary & VIP Induction	Dragon Hunt: <i>Using the Five Senses Whilst Listening</i> Mirror Warm Up: <i>Working Closely with a Partner</i>
<b>Week 6</b> <b>Sep 16<sup>th</sup> to 20<sup>th</sup></b> <b>1 Day of Class</b>	Caveman: Working Closely with a Partner <b>NO CLASS - Friday 20th September</b>

17~Moon Festival 18-20~ Teacher's Conference	
<b>Week 7</b> <b>Sep 23<sup>rd</sup> to 27<sup>th</sup></b> 24-26~Pre-Exam Days	Humpty Dumpty: <i>Use Mind, Body and Voice to Tell a Story</i>
<b>Week 8</b> <b>Sep 30<sup>th</sup> to Oct 4<sup>th</sup></b>	The Snowman: <i>Predicting Consequences of Actions</i>
<b>Week 9</b> <b>Oct 7<sup>th</sup> to 11<sup>th</sup></b> <b>1 Day of Class</b> 7~Launching - Rosary Month and Bullying Prevention Day 8-9 ~Q1 Exams 10~Double Ten 11~Record Day	<b>NO CLASS</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 14<sup>th</sup> to 18<sup>th</sup></b> 14~ Second Quarter Begins	Pictures in the Air/Imaginary Land/ Jack & Jill: <i>Demonstrate Supportive Audience Behavior</i>
<b>Week 2 (11)</b> <b>Oct 21<sup>st</sup> to 25<sup>th</sup></b> 25 – Book Fair 25- Masquerade Night	I Woke Up this Morning: <i>Identify Emotions and Physical Responses to Emotions</i>
<b>Week 3 (12)</b> <b>Oct 28<sup>th</sup> to Nov 1<sup>st</sup></b> 1-All Saint's Day Mass	Emotions Lesson: <i>Four Basic Emotions &amp; How We Show Them</i>
<b>Week 4 (13)</b> <b>Nov 4<sup>th</sup> to Nov 8<sup>th</sup></b>	The Three Billy Goats Gruff: <i>Body, Mind &amp; Voice</i>
<b>Week 5 (14)</b> <b>Nov 11<sup>th</sup> to 15<sup>th</sup></b>	Charlie: <i>Conflict &amp; Resolution in Drama</i>
<b>Week 6 (15)</b> <b>Nov 18<sup>th</sup> to 22<sup>nd</sup></b> 22-Gr.12 Q2 Exam 22 - YSC Contest	Henny Penny: <i>Accepting the Ideas of Others</i>
<b>Week 7 (16)</b> <b>Nov 25<sup>th</sup> to 29<sup>th</sup></b> 25-Gr.12 Q2 Exam 26-28~Pre-Exam Day	Caps for Sale: <i>Identify and Solve Dramatic Problems</i>

<b>Week 8 (17)</b> <b>Dec 2<sup>nd</sup> to Dec 6<sup>th</sup></b> <b>6~Half Day</b> Foundation Day Celebrations	King Bidgood's in the Bathtub: <i>Contributing Suggestions</i>  <b>NO CLASS - Friday 6th December</b>
<b>Week 9 (18)</b> <b>Dec 9<sup>th</sup> to 13<sup>th</sup></b> <b>3 Days of Class</b> 12-13 ~Q2 Exams 14-15 ~ Q2 Exams	Prop Box: <i>Compare Dramatic Actions to Real Life Actions</i>  <b>NO CLASS - Friday 13th December</b>
<b>Dec 16<sup>th</sup> to Jan 3<sup>rd</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 (19)</b> <b>Jan 6<sup>th</sup> to 10<sup>th</sup></b> <b>4 Days of Class</b> 6~Record Day 7~Third Quarter Begins 10 ~ New Year Mass	<b>NO CLASS - Both Monday &amp; Friday</b>
<b>Week 2 (20)</b> <b>Jan 13<sup>th</sup> to 17<sup>th</sup></b>	Introduction to Graduation Performance
<b>Week 3 (21)</b> <b>Jan 20<sup>th</sup> to 24<sup>th</sup></b>	Graduation Story: <i>Read and Discuss</i> Chinese New Year Drama Activities
<b>Jan 27<sup>th</sup> to Jan 31<sup>st</sup></b>	<b>Chinese New Year</b>
<b>Week 4 (22)</b> <b>Feb 3<sup>rd</sup> to 7<sup>th</sup></b>	Graduation Rehearsal: <i>Adding Actions</i>
<b>Week 5 (23)</b> <b>Feb 10<sup>th</sup> to 14<sup>th</sup></b> 1-14~Catholic Week	Graduation Rehearsal: <i>Stage Directions</i>
<b>Week 6 (24)</b> <b>Feb 17<sup>th</sup> to 21<sup>st</sup></b>	Graduation Rehearsal: <i>Microphone Practice</i>
<b>Week 7 (25)</b> <b>Feb 24<sup>th</sup> to 28<sup>th</sup></b> <b>4 Days of Class</b> 24~Lenten Mass 25-27 ~ Pre-Exam Days 24-27~IOWA Assessments 28 ~ Memorial Day Holiday	Graduation Rehearsal: <i>Group Reading Practice</i>  <b>NO CLASS - Friday 28th February 2025</b>
<b>Week 8 (26)</b> <b>March 3<sup>rd</sup> to 7<sup>th</sup></b> 5~ Ash Wednesday	Graduation Rehearsal: <i>Voice Recording</i>

<b>Week 9 (27)</b> <b>March 10<sup>th</sup> to 14<sup>th</sup></b> <u><b>4 Days of Class</b></u> 14 – Q3 Exams	Graduation Performance Rehearsal  <b><i>NO CLASS - Friday 14th March 2025</i></b>
---	---

## **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
<b>Week 1 (28)</b> <b>March 17<sup>th</sup> 21<sup>st</sup></b> <u><b>4 Days of Class</b></u> 17 – Q3 Exams 18~ Fourth Quarter Begins 18~ Fire Drill 19~ Feast of St. Joseph	Graduation Performance Rehearsal  <b><i>NO CLASS - Monday 17th March 2025</i></b>
<b>Week 2 (29)</b> <b>March 24<sup>th</sup> to 28<sup>th</sup></b>	Graduation Performance Rehearsal
<b>Week 3 (30)</b> <b>March 31<sup>st</sup> to April 4<sup>th</sup></b> <u><b>3 Days of Class</b></u> 4~Tomb Sweeping	Graduation Performance Rehearsal  <b><i>NO CLASS - Friday 4th April 2025</i></b>
<b>Week 4 (31)</b> <b>Apr 7<sup>th</sup> to 11<sup>th</sup></b>	Graduation Performance Rehearsal Easter Drama Activities
<b>April 14<sup>th</sup> to April 18<sup>th</sup></b>	<b>Easter Holiday</b>
<b>Week 5 (32)</b> <b>Apr 21<sup>st</sup> to 25<sup>th</sup></b> 23~Easter Mass 21-25 ~ AP Mock Exams 26~Spring Fair	Graduation Performance Rehearsal - Tech Rehearsal
<b>Week 6 (33)</b> <b>Apr 28<sup>th</sup> to May 2<sup>nd</sup></b> 4/29-5/1~ Pre-Exam Days 1-2~ Final Exams (K, 5, 8, 12 only)	Graduation Performance Rehearsal - Prop Rehearsal
<b>Week 7 (34)</b> <b>May 5<sup>th</sup> to 9<sup>th</sup></b> 5-9~ Final Exams (K, 5, 8, 12 only) 5-9 ~ AP Exams	Getting it All Together- <i>Graduation Rehearsal with MIT</i>
<b>Week 8 (35)</b> <b>May 12<sup>th</sup> to 16<sup>th</sup></b> <u><b>4 Days of Class</b></u> 14-15 ~ Q4 Exam 16 ~ Record Day 12-16 ~ AP Exams	Getting it All Together- <i>Graduation Rehearsal with MIT</i>  <b><i>NO CLASS - Friday 16th May 2025</i></b>
<b>Week 9 (36)</b> <b>May 19<sup>th</sup> to 23<sup>rd</sup></b> 19-23 ~ Student Clearance 19~ Baccalaureate Mass	<b>Tuesday May 20nd, 2025 - Dress &amp; Tech Rehearsal</b> <b>Thursday May 22nd, 2025 - Kindergarten Graduation</b>

<p>22~Kindergarten Graduation and Gr. 5 Promotion 23~Gr. 6 – 7 Recognition and Gr. 8 Graduation</p>	
<p><b>Week 10 (37)</b> <b>May 26<sup>th</sup> to 30<sup>th</sup></b></p>	<p>End of Year Activities</p>
<p><b><u>4 Days of Class</u></b> 26~House Culminating Activity 27~Gr. 9-11 Recognition and Gr. 12 Graduation 28~Class Party 29~Students Last Day 30~Teachers/Staff Meeting</p>	<p><b><u>ACTIVITIES:</u> <i>Double check the school calendar and emails from the administration.</i></b></p>