



SUBJECT: Pre-K Drama Syllabus (1st Semester)

GRADE LEVEL: Pre-K

SCHOOL YEAR: 2024-25

TEACHER: Ms. Blanca D. Delariarte

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COURSE DESCRIPTION:

Preschool years are a critical time for a child's development, and creative drama activities can be a powerful tool to enhance early learning. In this course, we'll explore a range of exciting and imaginative drama activities designed specifically for preschoolers. Drama activities are well thought and planned in order to foster early learning, promote social skills, and nurture young minds in a fun and engaging way.

Like the other course, drama class will support and help students develop their leadership, communication skills, and creative thinking through engaging activities. From learning the fundamentals of projection, articulation, and **dramatic** movement to building self-confidence through imaginative character-building and group scenes. This course will offer a fun and educational experience for the pre-kindergarten students.

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.

Pre-K Final Grade Composition:

Classwork/Homework 30%	Unit Quizzes and Projects 30%	Quarter Exam 30%	D'TORCH 10%
Class Participation Worksheets	Grammar Quizzes Writing Projects	1 exam/project	Truthful Organized Reflective Courageous Helpful

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.

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 plagiarism 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
Week 1 Aug 12 to 16	Introduction to Pre-K Drama Introduction to material, procedures and routines Get to know me PPT
Week 2 Aug 19th to 23th	Introducing the 5 Senses Objective: Identify & imitate the 5 senses Focus: sight and touch
Week 3 Aug 26th to 30th	Objective: Identify & Imitate the 5 senses Focus: Taste and Smell Musical instruments & rhythm Group reading: Polar Bear, Polar Bear, What Do You Hear?
Week 4 Sep 2 nd to Sept. 6 th	Introducing the 5 Senses Focus: Hearing and Listening Elves and the Shoemaker Objective: Self-management skills Group reading: The Elves and The Shoemaker Exploring key terms used in drama (loud, quiet, fast, slow, etc.)
Week 5 Sep 9th to 13th <i>Holy Mass (Mama Mary's Birthday/ & VIP Induction</i>	Elves and the Shoemaker Objective: Self-management skills Group reading: The Elves and The Emperor Vocabulary: space, listening, imitation, concentration
Week 6 Sep 16th to 20th Mid-Autumn Festival	Mid-Autumn Break for Students Teachers' Conferences
Week 7 Sep 23rd to Sep. 27th <i>Sep 24-26 Pre-Exam Days</i>	Magic Carpet Objective: Using the 5 senses Group reading: Aladdin and The Magic Lamp How do we use our senses in different places?
Week 8 Sep 30 th to Oct 4 th	Magic Carpet Objective: Using the 5 senses Group reading: Piglette Respecting personal space
Week 9 Oct. 7 th to Oct. 11 th <i>Oct. 10 - Holiday</i>	Review & Evaluation Q1 Exams

2nd 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 (10) Oct 14th to Oct 18th	Humpty Dumpty Objective: Identify and use drama tools (mind, body, voice) Group reading: Humpty Dumpty Vocabulary: mind, body, voice, imagination
Week 2 (11) Oct 21st to 25th	Humpty Dumpty 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?
Week 3 (12) Oct 28th to Nov1	The Snowman Objective: Using the 3 drama tools (mind, body, voice) Poem: The Snowman Pair work: Playing different characters from the poem
Week 4 (13) Nov4 to Nov 8	The Snowman Objective: Using the 3 drama tools (mind, body, voice) Pair work: Acting out the poem How can I be a good audience member?
Week 5 (14) Nov 11th to 15th	Jack & Jill Objective: Using the 3 drama tools (mind, body, voice) Group reading: Jack and Jill Pair work: Playing different characters from the story
Week 6 (15) Nov 18th to 22nd	Jack & Jill Objective: Using the 3 drama tools (mind, body, voice) Group reading: Harold and the Purple Crayon Activity: Drawing pictures in the air (Visualization)
Week 7 (16) Nov 25th to 29th	I Woke Up This Morning Objective: Imitate actions & emotions of a character Character Education: Identify emotions & physical reactions to emotions Vocabulary: happy, sad, mad & scared
Week 8 (17) Dec 2- Dec. 6	I Woke Up This Morning Objective: Imitate actions & emotions of a character Group reading: Making Faces Sentence structure: I feel _____ because _____.
Week 9 (18) Dec 9th to 13th	Review & Evaluation Q2 Exams
Dec 14th to Jan 6th	Christmas Holiday