

# **DRAMA**

## **Syllabus for Primary Schools**

# **YEAR 1**

# **LEARNING OUTCOMES**

**for**

**YEAR 1**

| <b>1.1 CREATIVE MOVEMENT</b>   | <b>1.2 SPEECH/VOICE</b>                      | <b>1.3 SENSORY AWARENESS</b>   | <b>1.4 BODY AWARENESS</b>                       |
|--|--|--|---|
| 1.1.1 Recognise and respond to different rhythms of movement.                  | 1.2.1 Imitate speech and voice.              | 1.3.1 * Touch objects and things to get awareness of different textures.   | 1.4.1 Touch , move and use different body parts |
| 1.1.2 Move in a space in different ways.                                       | 1.2.2 Imitate voice modulation.              | 1.3.2 * Taste liquid and solid food and things to get an awareness of different tastes.                            |   |
| 1.1.3 Move in a space, responding to sounds and to simple verbal instructions. | 1.2.3 Use nursery rhymes to improve diction. | 1.3.3 * Smell objects and things to get an awareness of different smells.  |   |
|  |  | 1.3.4 Look at different things , objects and people to be able to distinguish shapes, colour, height, size, etc.   |   |
|  |  | 1.3.5 Listen to different sounds like voices,cars moving, aeroplanes flying ,etc to distinguish volume,rhythm, etc |   |

**\* Teachers supervision is essential in the case of touch, taste and smell in particular.**

**PROGRAMME**

**for**

**YEAR 1**

## 1.1 Creative Movement

| Learning Outcomes  | Notes   |
|--|---|
| <b>1.1.1 Recognise and respond to different rhythms of movement.</b>                 | <ul style="list-style-type: none"><li>• Walk from fast to slow.</li><li>• Make very big and very small movements.</li><li>• Move to different rhythms/music.</li></ul>                                |
| <b>1.1.2</b> Move in spaces in different ways.                                       | <ul style="list-style-type: none"><li>• Walk like different creatures (e.g. a cat, an elephant, a bird, etc.).</li></ul>  |
| <b>1.1.3</b> Move in spaces, responding to sounds and to simple verbal instructions. | <ul style="list-style-type: none"><li>• Use stories involving walking on different surfaces (e.g. walking on hot sand, walking through puddles of water, walking on a rough surface, etc.).</li></ul> |

## 1.2 Speech/Voice

| Learning Outcomes                        | Notes   |
|--|---|
| <b>1.2.1</b> Imitate speech and voice.   | <ul style="list-style-type: none"><li>• Imitate words/phrases from fairy tales/stories told by the teacher.</li></ul> |
| <b>1.2.2</b> Imitate voice modulation.   | <ul style="list-style-type: none"><li>• Imitate whispering, normal and loud speech.</li></ul>                         |
| <b>1.2.3</b> Nursery rhymes and diction. | <ul style="list-style-type: none"><li>• Recite popular nursery rhymes with clear diction.</li></ul>                   |

## 1.3 Sensory Awareness

| Learning Outcomes   | Notes   |
|---|---|
| <b>1.3.1</b> Touch: awareness of different textures.  | <ul style="list-style-type: none"> <li>• Make use of sensation table with a selection of different textures.</li> <li>• Show different ways of handling various materials (e.g. paper, glass, wood, etc.).</li> </ul>   |
| <b>1.3.2</b> Taste: awareness of different tastes.  | <ul style="list-style-type: none"> <li>• Make use of taste table with different solid and liquid foods.</li> <li>• Show different facial expressions according to different tastes.</li> </ul>  |
| <b>1.3.3</b> Smell: awareness of different smells.  | <ul style="list-style-type: none"> <li>• Make use of smell shelf.</li> <li>• Show different facial expressions according to different smells.</li> <li>• Make discovery walks (e.g. going around the neighbourhood experiencing different smells, etc.).</li> </ul> |
| <b>1.3.4</b> Visual: awareness of different objects (e.g. shapes, colour, etc.) and people (e.g. height, size, etc.).                                     | <ul style="list-style-type: none"> <li>• Make use of interest table.</li> <li>• Observe other children , the teacher , things in classroom , things in the school , corridors , yard , etc .</li> </ul>   |
| <b>1.3.5</b> Sound: awareness of different sounds (e.g. sounds of different voices and sounds made by different things made of wood, glass, metal, etc.). | <ul style="list-style-type: none"> <li>• Identify different sounds.</li> <li>• Reproduce basic simple sounds through voice and objects.</li> </ul>  |

## 1.4 Body Awareness

| Learning Outcomes                                      | Notes  |
|--|--|
| <b>1.4.1</b> Awareness of different parts of the body. | <ul style="list-style-type: none"> <li>• Show/move different parts of the body.</li> <li>• Connect different body parts (e.g. finger to toe, hand to shoulder etc.).</li> <li>• Same activity as above in pairs (e.g. finger on partner's toe, hand on partner's shoulder, etc.).</li> <li>• Learners should be able to distinguish between different parts of the body, to name them, and to make proper use of.</li> </ul> |