

# **DRAMA**

## **Syllabus for Primary Schools**

# **YEAR 5**

# **LEARNING OUTCOMES**

**for**

**YEAR 5**

<b>5.1 CREATIVE MOVEMENT</b>	<b>5.2 SPEECH AND VOICE</b>	<b>5.3 IMPROVISATION</b>	<b>5.4 INTERPRETATION</b>
5.1.1 Speed	5.2.1 Projection and Diction	5.3.1 Improvise with familiar characters	5.4.1 Integrate movement and speech
5.1.2 Central areas and Fringes	5.2.2 Speech and Emotions	5.3.2 Create imaginary situations	5.4.2 Interact in “character” with other “characters”
5.1.3 Moving in groups	5.2.3 Direct and Indirect Speech	5.3.3 Build improvisation around props	
5.1.4 Miming	5.2.4 Intonation		

**PROGRAMME**

**for**

**YEAR 5**

## 5.1 Creative Movement

Learning Outcomes	Notes
5.1.1 Speed	<ul style="list-style-type: none"><li>• Move and freeze according to given stimuli.</li><li>• Discover the seven levels at which one can move, level 4 being the normal, level 1 the slowest and level 7 the fastest.</li><li>• Walk to a rhythm: music or a created rhythm.</li></ul>
5.1.2 Central areas and Fringes	<ul style="list-style-type: none"><li>• Move freely in the central area of a given space.</li><li>• Explore the outer circumference of a given space.</li><li>• Learners are divided in two groups (group taking the central area and a group taking the circumference) then change or keep their places.</li></ul>
5.1.3 Moving in groups	<ul style="list-style-type: none"><li>• Move around in groups of two or three.</li><li>• Discover the limitations and difficulties in moving around a space as two whole bodies.</li><li>• As one whole group discover limitations of larger number of members in a group.</li><li>• Experiment in groups of different numbers.</li></ul>
5.1.4 Miming	<ul style="list-style-type: none"><li>• Mime instances from own real everyday events.</li><li>• Mime situations that rise from observation.</li><li>• Mime imaginary characters in imaginary fantastic situations.</li></ul>

## 5.2 Speech and Voice

Learning Outcomes	Notes
5.2.1 Projection and Diction	<ul style="list-style-type: none"><li>• Use voice in at least three ways: whispering, normal speech and shouting.</li><li>• Become aware of how speech should remain clear and understood in the three instances mentioned above.</li><li>• Pronounce both the vowels and the consonants clearly.</li></ul>
5.2.2 Speech and Emotions	<ul style="list-style-type: none"><li>• Project emotions through the voice.</li><li>• Convey different emotions through different use of voice and speech.</li></ul>
5.2.3 Direct and Indirect Speech	<ul style="list-style-type: none"><li>• Tell stories in an interesting way (<i>indirect speech</i>).</li><li>• Speak to others (<i>direct speech</i>).</li></ul>
5.2.4 Intonation	<ul style="list-style-type: none"><li>• Recognise the difference between prose and verse through examples from text books.</li><li>• Recognise different rhythms in different texts.</li><li>• Respect punctuation marks.</li><li>• Overcome inhibitions when facing an audience.</li></ul>

## 5.3 Improvisation

Learning Outcomes	Notes
5.3.1 Improvise with familiar characters	<ul style="list-style-type: none"><li>• Improvise scenes from cartoons playing different characters.</li><li>• Improvise scenes involving characters learners are familiar with (e.g. at school, in their street, in their families, public figures, etc.)</li></ul>
5.3.2 Imaginary situations	<ul style="list-style-type: none"><li>• Use the above characters in different situations that the learners have never seen but could be easily imagined, (e.g. in everyday action/activity).</li><li>• Improvise with the same characters in imagined situations (e.g. living inside an apple, in space, etc.)</li></ul>
5.3.3 Build improvisation around props	<ul style="list-style-type: none"><li>• Experiment different ways of handling a prop.</li><li>• Create a character using a prop.</li><li>• Use props to represent anything the learners can imagine them to be.</li><li>• Handle different props to reflect on the character handling them.</li></ul>



## 5.4 Interpretation

Learning Outcomes	Notes
5.4.1 Integrate movement and speech	<ul style="list-style-type: none"><li>• Watch characters in films/cartoons and note how the combination of speech and movement is vital for character building.</li><li>• Imitate different characters' speech and movement.</li><li>• Build characters according to given situations.</li></ul>
5.4.2 Interact in "character" with other "characters"	<ul style="list-style-type: none"><li>• Explore the different types of reactions a character can produce for one given situation.</li><li>• Solve dilemmas as a group making different choices for the character they are portraying.</li></ul>