

# **DRAMA**

## **Syllabus for Primary Schools**

# **YEAR 1**

# **LEARNING OUTCOMES**

**for**

**YEAR 1**

1.1 CREATIVE MOVEMENT	1.2 SPEECH/VOICE	1.3 SENSORY AWARENESS	1.4 BODY AWARENESS
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
1.3.1 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>
1.3.2 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>
1.3.3 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>
1.3.4 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>
1.3.5 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
1.4.1 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>