

DRAMA

Syllabus for Primary Schools

YEAR 4

LEARNING OUTCOMES

for

YEAR 4

4.1 CREATIVE MOVEMENT	4.2 SPEECH/VOICE	4.3 IMPROVISATION	4.4 INTERPRETATION
4.1.1 Move and stop	4.2.1 My story	4.3.1 Walk through obstacles	4.4.1 Individual role play
4.1.2 Make body pictures	4.2.2 Our story	4.3.2 Keep still in a restricted space	4.4.2 Group role play
4.1.3 Make shapes	4.2.3 Sound effects	4.3.3 Watch and suggest	4.4.3 Story telling (picture stimulus)
4.1.4 Imitate		4.3.4 Make use of props	
4.1.5 Mime			

PROGRAMME

for

YEAR 4

4.1 Creative Movement

Learning Outcomes	Notes
4.1.1 Move and stop	<ul style="list-style-type: none">• Move freely at different speeds (e.g. slow, very slow, fast, very fast, etc.).• Freeze in given positions (e.g. standing, sitting, kneeling, etc.).
4.1.2 Make body Pictures	<ul style="list-style-type: none">• In groups create tableaux/pictures using big movements, then freeze. (e.g. people at work, people at a party, people at a sport event, etc.).
4.1.3 Make shapes	<ul style="list-style-type: none">• Work in groups to create shapes (e.g. numbers, capital letters, simple objects, etc.) . in a given time limit without talking to each other.
4.1.4 Imitate	<ul style="list-style-type: none">• Copy and repeat movements of others.• Mirror exercise in pairs.
4.1.5 Mime	<ul style="list-style-type: none">• Tell short simple stories through a sequence of actions (e.g. looking for and finding a lost object, getting ready for school, etc.).

4.2 Speech/Voice

Learning Outcomes	Notes
4.2.1 My story	<ul style="list-style-type: none">• Create statues (from experience, real, or imaginary situations) and narrate simple short stories about them.
4.2.2 Our story	<ul style="list-style-type: none">• Build stories in picture form (comics style) and putting words in the characters' mouth (direct speech).
4.2.3 Sound effects	<ul style="list-style-type: none">• Read short simple stories and apply and produce appropriate verbal sounds to given words and phrases.

4.3 Improvisation

Learning Outcomes	Notes
4.3.1 Walk through obstacles	<ul style="list-style-type: none">• Make no contact movement constantly searching for empty space (e.g. one learner pulls a short invisible string tied to the wrist of a partner and both walk around other learners/obstacles without hitting anything or anybody).
4.3.2 Keep still in a restricted space	<ul style="list-style-type: none">• One at a time, learners representing statues, build a 'Monument' with each statue slightly touching another statue. When the monument is dismantled only those statues leaving the monument can move.
4.3.3 Watch and suggest	<ul style="list-style-type: none">• Learners are encouraged to observe other students' work, respect their space, and provide different possibilities.
4.3.4 Make use of props	<ul style="list-style-type: none">• Learners are to make use of an object (book, telephone, Broom, etc.) and improvise simple short stories or brief conversations evolving around the object.

4.4 Interpretation

Learning Outcomes	Notes
4.4.1 Individual role play	<ul style="list-style-type: none">• Create real or imagined characters having a voice, movement and facial expression of their own.
4.4.2 Group role play	<ul style="list-style-type: none">• Interact between created characters.
4.4.3 Story telling (picture stimulus)	<ul style="list-style-type: none">• Use pictures to be able to act in character.