



LOWER SCHOOL CURRICULUM SUMMARIES

DRAMA

Our Lower School Drama program promotes self-expression, creativity, and critical thinking. Drama simultaneously supports other curriculum areas while maintaining its integrity as an academic subject. Throughout the scope of the lower school experience, students will look at the practice of drama from all perspectives, including acting, storytelling, design, management, and dramaturgy. Our curriculum equally celebrates both process and product, and develops the skills of teamwork, collaboration, and leadership.

Kindergarten

Kindergarten begins with the foundation of theatre through storytelling. In the first trimester, students are encouraged to practice creativity through picture prompts, movement, and collaborative storymaking. We then extract the element of character, including puppetry, and the study of famous women in performing arts as historical figures. The year closes with a focus on story, including setting through collaboration and physical story through dance.

First Grade

First graders are challenged to explore the social impact of theatre in the first trimester, examining forum theatre as a performance medium to change human behavior. Students will enter into role in order to enact the Sacred Heart goals and values, drawing on the work laid in our character education program. The second trimester expands on enriching the understanding of the story elements of setting, with a focus on physical demonstration and communication. The year closes with a study of design, including costume design and construction.

Second Grade

Second grade commences the study of drama for a final performance within the lower school. The first trimester will allow students to study the voice as a tool for storytelling, including the mediums of radio and audiobooks. To emphasize the lesson of collaboration, students develop an appreciation of collaborative storytelling through a partnership with another local school in the creation of a storybook.

Third Grade

Third grade furthers our study of theatre as a vehicle for performance. The year commences with a focus on team-building as a foundation for ensemble and group appreciation. Trimester two begins with a study of physical performance. The third trimester focuses on supporting and creating a play which demonstrates learning from the Lenape Unit.

Fourth Grade

Fourth grade begins with a cross-curricular study of Immigration, as students enter into role as immigrants journeying through Ellis Island. By stepping into the shoes of an imaginary immigrant, students are required to explore the emotional impact and human story of the thousands who arrived on our shores. Students then become designers for a Broadway-scale musical, looking at set, lighting, costume, props, and sound design. These design choices are collected in a portfolio format, promoting self-reflection on personal growth. The year is closed with a capstone performance of a full-length musical, in which the girls are asked to apply their skills in a performance for the Stuart community.

Units of Study Include: K - 4th drama

I.) DEVELOP INTERNAL AND EXTERNAL PERSONAL RESOURCES

A.) Develop body awareness and spatial perception.

- 1.) Analyze and imitate physical movement.
- 2.) Express moods and concepts through movement.

B.) Develop sensory awareness.

- 1.) Analyze and imitate sounds.
- 2.) Incorporate sensory information into story.

C.) Develop personal creativity.

II.) DEVELOP INTERPERSONAL SKILLS AND AWARENESS

A.) Join with and respond to others in group dramatic activities.

- 1.) Improvise group scenes and dialogue.
- 2.) Observe and criticize one another's work.

B.) Cooperate in teams to solve problems.

- 1.) Master mirror techniques.
- 2.) Interact within dramatizations.
- C.) Place self in other contexts--walk in others' shoes.

1.) Draw parallels between drama activities and real life.

III.) DEVELOP AESTHETIC SENSITIVITY AND THEATRE SKILLS

A.) Compare and connect performance forms.

- 1.) View and discuss live theatre performances.
- 2.) Describe the aspects of visual art, music and dance that exist in theatre.
- 3.) Compare the ways ideas and emotions are expressed in theatre, television and film, dance, music, and visual art.
- 4.) Recognize and analyze important dramatic concepts.

B.) Analyze and explain personal preferences and personal resources.

- 1.) Explain how the characters' situation, needs, goals, etc. are similar to or different from their own.
- 2.) Articulate personal emotional responses to dramatic performances.
- 3.) Analyze their own and peers' dramatizations and put forth constructive ideas for improving both the product (result) and the process of getting to the product.

IV.) CREATE THEATRE THROUGH ARTISTIC COLLABORATION

A.) Create/WRITE scripts.

- 1.) Plan and record improvisations based on personal experience, imagination, literature and history.
- 2.) Collaborate to select and create characters, situations, and environments.
- 3.) Improvise dialogue.
- 4.) Formalize improvisations by writing or otherwise recording the dialogue, stage directions, etc.

B.) ACT/role-play.

- 1.) Assume roles and interact in improvisations.

- 2.) Imagine and clearly describe characters.
- 3.) Use variations in movement and voice for different characters.
- 4.) Remain in role while contributing to the furtherance of a story.
- C.) DIRECT classroom theatre.
 - 1.) Collaboratively plan and prepare improvisations and other classroom dramatizations.
 - 2.) Supervise one another in personal projects and in group scenes.
- D.) DESIGN environments for theatre.
 - 1.) Visualize environments and create designs to communicate locale and mood.
 - 2.) Collaborate to create playing spaces for classroom theatre.
 - 3.) Organize materials for costumes, sets, props and lighting.
 - 4.) Make aesthetic choices in selecting movement, music and other sound, and visual elements to enhance the mood of dramatizations.
- V.) RELATE DRAMA TO ITS LARGER CONTEXT
 - A.) Use role-play to place self in other contexts.
 - B.) Recognize the role of theatre, film, television and other media in daily life.
 - 1.) Identify and compare similar characters and situations in stories and dramas from various cultures.
 - 2.) Discuss how theatre reflects life.
 - 3.) Identify and discuss reasons for creating dramas.
 - 4.) Identify and discuss reasons for attending theatrical performances, and for viewing other media.
- VI.) USE DRAMA AS A LEARNING TOOL
 - A.) Use role-play to place self into the context of other subjects.
 - B.) Create theatre based on themes from other subjects.
 - C.) Do research.