

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
To hire a part-time drama teacher to work in collaboration with existing English Language teachers to develop a school-based drama programme for Primary 4 and Primary 5					
<p><u>Objectives</u></p> <p>The drama programme aims to provide students with more opportunities to demonstrate their genuine understanding of the subject knowledge and application of the language skills in purposeful and meaningful contexts as well as build up a positive learning environment. It also allows students to take up active learning role(s) and encourages them to maximize the use of English Language for communicative purposes inside and outside class time.</p> <p>As this is the first attempt of our school to incorporate drama into English Language curriculum, Primary 4 and Primary 5 are chosen as the target levels because students have acquired basic language skills in Key Stage 1. Additionally, the proposed programme will provide teachers with the opportunity to acquire drama teaching skills before trying out similar programme at other levels.</p> <p><u>Core team</u></p> <p>The core team is set up to design and develop teaching materials such as drama scripts, worksheets, PowerPoint slides and lesson plans to conduct the proposed drama programme as part of the school-based curriculum to arouse students' interest and provide them with authentic contexts for learning English language.</p> <p>□ Core team members</p> <ul style="list-style-type: none"> • The English Language Panel Head will be in charge of the project and she will be teaching Primary 4 and Primary 5. 	P. 4 – P. 5	<p>Sept 2020 Professional drama training workshop</p> <p>Sept – Oct 2020: co-planning, lesson demonstration</p> <p>Nov 2020 – Jan 2021 co-planning, try-outs, co-teaching and evaluation</p> <p>Jan – Feb 2021 term evaluation, professional sharing on drama programme with all English Language teachers and</p>	<p>A teaching pack for Primary 4 and 5 school-based drama programme with drama scripts, worksheets, PowerPoint slides and lesson plans will be developed for each target level. A total of twelve 60-minute sessions will be covered for each target level.</p> <p>One in-class and one inter-class drama performance will be arranged for students of each target level to showcase their learning outcomes.</p> <p>80% of Primary 4 and 5 students' confidence in speaking English language and</p>	<p>The drama materials developed will continue to be refined and properly kept.</p> <p>The drama programme will be integrated into the school-based English Language curriculum.</p> <p>The knowledge and pedagogy acquired for drama teaching during the project will be transferred, disseminated and sustained through English Language panel sharing sessions.</p> <p>Videos of selected drama lessons, in-class and inter-class drama performance will be recorded for</p>	<p>The demonstration lessons and try-out lessons will be video-taped for evaluation.</p> <p>Biweekly co-planning/ evaluation meetings will be held for planning and evaluation. Modification will be made accordingly.</p> <p>All the meeting records will be retained for keeping track of progress and/ or for evaluation.</p> <p>An evaluation meeting at the end of each term will be held to offer feedback on students' progress</p>

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<ul style="list-style-type: none"> Primary 4: The core team consists of the part-time drama teacher proposed to be hired and five P.4 English Language teachers. Primary 5: The core team consists of the part-time drama teacher proposed to be hired and five P.5 English Language teachers. <p>□ Duties of the core team members: The core team members will:</p> <ul style="list-style-type: none"> conduct 60-minute co-planning meetings with the drama teacher once every two weeks; co-develop the learning and teaching materials with the drama teachers; co-conduct drama training sessions once every two weeks per class; conduct one peer lesson observation for all subject teachers once a year; conduct one lesson observation each term among core team members; observe the first two lessons mainly conducted by the part-time drama teacher; conduct post-observation discussions after the lesson observations; review and refine the drama programme; conduct sharing session once per term; conduct evaluation meeting once per term; and gauge the effectiveness of the programme. <p><u>Part-time drama teacher</u></p> <p>□ Expected qualifications and experience of the part-time drama teacher The drama teacher should be a bachelor's degree holder with drama teaching experience and preferably with drama training. The part-time drama teacher is</p>		<p>co-planning Feb – Apr 2021 co-planning, try-outs, co-teaching and evaluation May 2021 Observation of try-outs/ trial-runs and evaluation June 2021 term evaluation and professional sharing on drama programme</p>	<p>interest in learning English language through drama will be enhanced. 80% of Primary 4 and 5 students will show improvement in the related aspects of speaking assessments. 100% of English Language teachers involved will master and apply the skills/ knowledge of conducting drama activities acquired from the drama programme into their teaching.</p>	<p>sharing and teaching purposes. Sharing session will be conducted at the end of each term to share the drama teaching experience.</p>	<p>and the drama programme Primary 4 and 5 students' performance in speaking assessments will be analysed. Students' use of appropriate intonation and stress as well as varying volume to convey intended meanings and feelings will be highlighted in the assessment. The final performance of Primary 4 and 5 students will be video-taped for evaluation and sharing. Questionnaires for evaluating the effectiveness of the programme will be completed by both teachers involved and students each</p>

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<p>expected to be proficient in English, with near native fluency.</p> <p>❑ Duties of the English-proficient drama teacher The part-time drama teacher will work around 10 hours per week to:</p> <ul style="list-style-type: none"> • co-work with the core team teachers to develop and implement the drama programme at target levels; • co-develop the learning and teaching materials with the school English Language teachers; • conduct drama training demonstrations; • co-conduct drama training sessions with the school English Language teachers once per class biweekly; and • conduct sharing sessions twice a year and in-house training sessions once a year. <p><u>Details of the school-based drama programme</u> One 60-minute session will be conducted every two weeks within class time. Around 12 training sessions, an in-class and an inter-class drama performance will be arranged in each school year.</p> <p>➤ Integrating drama into existing school-based English Language curriculum at Primary 4 and 5 The drama lessons will be module-based, drawing reference to the themes covered in the core English Language curriculum. Script writing will be covered in the General English Language lessons. The text type and the characteristics of scripts will be taught. Students will write or rewrite the scripts during lessons.</p>					term.

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	7	In-class drama skit competition					
	8	Casting and script reading					
	9	Body movement					
	10 - 11	Rehearsal as well as preparation of props and costumes					
	12	Blocking and stage presence					
	13	In-class drama performance and rehearsal					
	14	Inter-class drama performance					
➤ Sample drama training session							
Level	Primary 5						
Module	People and things around me						
Skill focus	vocal variety						
Learning and teaching activities	Warm-up Voice workout <i>Singing “Boom Chicka Boom”</i> The drama teacher and the school English Language teacher will call out the lines below and students repeat back, imitating teachers’ way. The two teachers will vary the tone, pitch, speed and volume when saying the lines below. <i>"I said a Boom"</i> <i>"I said a Boom Chicka Boom"</i> <i>"I said a Boom Chicka Rocka Chicka Rocka Chicka Boom"</i> <i>"Uh huh"</i> <i>"Oh yeah"</i> <i>"One more time"</i> <i>Stress and Intonation</i>						

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		<p>Students work in pair. Each student will be given a card with a sentence. Students will take turn to read out the sentence using different sentence stress and intonation patterns. Their partners have to guess the intended meaning.</p> <p>For example, Students have to read out the sentence below using appropriate sentence stress and intonation patterns. <u>I</u> went to Mong Kok yesterday. (I went to Mong Kok yesterday, not Mary.)</p> <p>I went to <u>Mong Kok</u> yesterday. (I went to Mong Kok, not Tsim Sha Tsui.)</p> <p>I went to Mong Kok <u>yesterday</u>. (I went to Mong Kong yesterday, not last Friday.)</p> <p>Skill focus Vocal Variety Whole-class teaching Teachers will share with students an excerpts of radio drama and ask students to guess the feelings and personalities of the characters.</p> <p>https://www.youtube.com/watch?v=3bgvICR2h8c</p>					

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		https://www.youtube.com/watch?v=2sBYNY2Duv4 <p>The drama teacher will introduce the basic elements of the vocal variety such as pitch, pace and pause. The drama teacher and the school English Language teacher will demonstrate how different emotions and feelings can be conveyed through using different pitches and paces.</p> <p>Group Practice Students will be divided into two groups and each group will work on a script of a drama skit. The drama teacher and the school English Language teacher will work with one of the groups and guide students to work out the appropriate pitch, paces, stress and intonation. Students will then practise with their group members.</p> <p>Whole-class performance Each group will perform the short drama skit. Both the teachers and students will give feedback.</p>					