

## HANDOUT 2: Drama Foundations Map



Strand → **Drama**

Domain →

### 1.0 Notice, Respond, and Engage ← Substrand

<i>At around 48 months of age</i>	<i>At around 60 months of age</i> ← <b>Age</b>
<p><b>1.1</b> Demonstrate an understanding of simple drama vocabulary.*</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Playing in the dramatic play area, communicates to another child, "You be the baby, I'll be the mommy, and we'll pretend the baby's sick."</li> <li>• While pretending to be horses in the teacher-led story dramatization, says, "We're using our imaginations."</li> <li>• Drapes a large box with a blanket. Says, "This can be the bear's house for our drama."</li> </ul>	<p><b>1.1</b> Demonstrate a broader understanding of drama vocabulary.*</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Tells the teacher, "My favorite character is Big Anthony," or "I like the actor who was Big Anthony."</li> <li>• Draping yarn around two chairs, says, "This can be the spider web scenery for our Itsy Bitsy Spider drama."</li> <li>• While draping herself with colorful fabric in front of a mirror, says to another child, "I'm making my Rainbow Crow costume."</li> </ul>
<p><b>1.2</b> Identify preferences and interests related to participating in drama.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Talks like Papa Bear after seeing the teacher play this role in the story dramatization.</li> <li>• Pretends to be "baby bird" looking for his mama, recreating a favorite part of a story dramatization.</li> <li>• Takes a cape from the dress-up area and says, "I want to be Little Red Riding Hood."</li> </ul>	<p><b>1.2</b> Explain preferences and interests related to participating in drama.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Communicates excitedly to her parent at pick-up time, "We pretended to be horses today in drama, and my horse climbed to the top of a mountain and played in the snow."</li> <li>• After a story dramatization, tells the teacher, "I liked being a Wild Thing because we got to be really wild!"</li> <li>• After pretending to be a goat in a dramatization of <i>The Three Billy Goats Gruff</i>, communicates to the teacher: "I didn't like it when you pretended to be the troll. You scared me!"</li> </ul>

Strand →

Foundation →

**Include notes for children with disabilities**

→ \*Children communicating through an alternative language or communication system will need access to drama vocabulary (sign language, picture cards, and so on) with the appropriate terms.

# VPA 3: Drama

Child increases engagement, skill development, and creative expression in drama



Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p><b>Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements</b></p> <p><b>Possible Examples</b></p> <ul style="list-style-type: none"> <li>▶ Pretends to be a bunny sneaking a carrot out of a garden, after hearing a story about Peter Rabbit.</li> <li>▶ Acts out the role of firefighter by wearing a hat and pretending to hold a hose to put out a fire.</li> <li>▶ Pretends to be a monster and does a monster dance after hearing the story <i>Where the Wild Things Are</i>.</li> <li>▶ Takes a pretend cookie and points to a pretend glass of milk, acting like a mouse, while an adult reads <i>If You Give a Mouse a Cookie</i>.</li> </ul>	<p><b>Portrays a character with some detail when contributing to an improvised drama based on a story, song, or poem</b></p> <p><i>or</i></p> <p><b>Contributes to dialogue or ideas about a plot in response to adult's suggestions</b></p> <ul style="list-style-type: none"> <li>▶ Plays the role of Goldilocks pretending to try out three different beds and communicating that the third bed is "just right."</li> <li>▶ Shivers and squints eyes to portray a character after hearing a story about being in cold wintry weather.</li> <li>▶ Communicates, "We can push him in the water. Help me!" as a character in a teacher-led story dramatization about a whale that is stranded on a beach.</li> </ul>	<p><b>Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting</b></p> <ul style="list-style-type: none"> <li>▶ Wears an apron and name tag, writes on a pad of paper, and hands out pretend plates and food, while acting out a story about a restaurant created by children.</li> <li>▶ Puffs up cheeks and swirls arms around to portray the wind while dramatizing, with peers, a story about a windy day, repeating the actions each time the wind blows in the story.</li> <li>▶ Wears a cape and pretends to fly, as a peer repeatedly communicates, "Help!"</li> </ul>	<p><b>Communicates details about a character's emotions or thoughts when contributing to an improvised drama</b></p> <ul style="list-style-type: none"> <li>▶ Extends a plot by creating a new ending during a dramatization of a story about a trip under the sea: "I like the octopus. I'm going to stay in the sea and be her friend because she's lonely."</li> <li>▶ Picks up a basket, rubs stomach, and communicates that everyone will be hungry, so they should stop and get some food, while improvising a drama about a bus trip.</li> <li>▶ Communicates that child will act sad when playing the role of an animal whose home in a tree has been cut down, during a dramatization of a story about a rain forest.</li> </ul>	<p><b>Considers and builds on ideas of others in creating an improvised drama that includes dialogue, plot and setting</b></p> <p><i>or</i></p> <p><b>Seeks to refine body, voice, and facial expressions related to character portrayal</b></p> <ul style="list-style-type: none"> <li>▶ Communicates, "A boat will take too long. I like the idea to take an airplane. It's faster," while negotiating with peers about how to cross the ocean in an imaginary journey to Japan.</li> <li>▶ Gestures dramatically and then cries out: "We have to hurry and build our spaceship before the storm comes."</li> <li>▶ Hunches body forward while pushing a stick in front like a cane and crackles her voice when playing an elderly person.</li> </ul>	<p><b>Collaborates with peers to plan an extended improvised drama including characters, sequenced plot, relevant dialogue and setting</b></p> <ul style="list-style-type: none"> <li>▶ Works with a peer to show sadness by making the set darker and by adding expressive dialogue for a story dramatization.</li> <li>▶ Creates scenery with peers using blue and green fabric for a story dramatization that has an underwater scene and shares ideas about the story's characters who live in that setting.</li> <li>▶ Works with peers to develop the plot and dialogue of a story dramatization about two best friends having a fight and finding a way to resolve the conflict together.</li> </ul>

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence