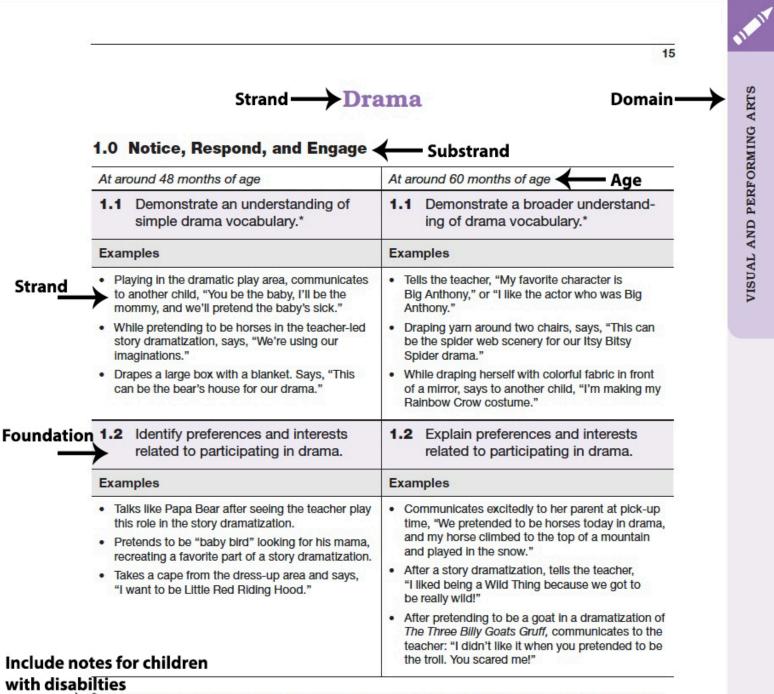
HANDOUT 2: Drama Foundations Map



*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.

Developmental Domain: VPA - Visual and Performing Arts

VPA 3: Drama

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

Building			Integrating		
Earlier	Middle	Later	Earlier	Middle	Later
Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements Possible Examples	Portrays a character with some detail when contributing to an improvised drama based on a story, song, or poem or Contributes to dialogue or ideas about a plot in response to adult's suggestions	Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting	Communicates details about a character's emotions or thoughts when contributing to an improvised drama	Considers and builds on ideas of others in creating an improvised drama that includes dialogue, plot and setting <i>or</i> Seeks to refine body, voice, and facial expressions related to character portrayal	Collaborates with peers to plan an extended improvised drama including characters, sequenced plot, relevant dialogue and setting
 Pretends to be a bunny sneaking a carrot out of a garden, after hearing a story about Peter Rabbit. Acts out the role of firefighter by wearing a hat and pretending to hold a hose to put out a fire. Pretends to be a monster and does a monster dance after hearing the story Where the Wild Things Are. 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> 	 Plays the role of Goldilocks pretending to try out three different beds and communicating that the third bed is "just right." Shivers and squints eyes to portray a character after hearing a story about being in cold wintry weather. 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. 	 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. 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. Wears a cape and pretends to fly, as a peer repeatedly communicates, "Help!" 	 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." 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. 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. 	 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. Gestures dramatically and then cries out: "We have to hurry and build our spaceship before the storm comes." Hunches body forward while pushing a stick in front like a cane and crackles her voice when playing an elderly person. 	 Works with a peer to show sadness by making the set darker and by adding expressive dialogue for a story dramatization. Creates scenery with peers using blue and green fabric for a story dramatization that has an underwate scene and shares ideas about the story's characters who live in that setting. Works with peers to develop the plot and dialogue of a story dramatizatior about two best friends having a fight and finding a way to resolve the conflict together.

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

VPA 3 (of 4)

Drama