

**GIVE YOUR CHILD A HEADSTART  
BLUBRICKS : SPEECH & DRAMA for Kids**

BluBricks develops all kids. We're a place where all children, from the reserved and shy to the gregarious and affable, can develop at their own pace, with plenty of positive encouragement.

**BluBricks students gain greater confidence and self-esteem while also improving verbal skills, putting them on an easier path for lifelong success.**

**Why Drama?**

Drama is a communicative approach which caters for meaningful language acquisition, rather than rigid and methodical language learning. Drama allows for activity-centred immersion.

The feedback I get from my students are that, other than the enjoyment they get from the course, they are more motivated to learn English than they ever had been before. The students seem to have come out of their shells and appear more confident when speaking in English. Their vocabulary appears to have increased and they have started to use English when talking with each other, being especially keen to express social niceties in English, where previously they have used their mother tongue.

This course is a supporting English proficiency-cum-oral programme, designed to help students improve their pronunciation, speaking, discussion and conversational skills .

At the end of the course, the students will have acquired the following:

- . Confidence to speak in English
- . A wider academic vocabulary
- . A better sense of English fluency and rhythm
- . Ability to pronounce English words better
- . Ability to talk on topics

**Course activities include:**

- voice development
- recreation of dramas from the past
- presentation of poetry and plays
- acting out characters and scenarios
- taking on leadership and responsibility roles
- solving problems



**Activities incorporating the different speech and drama skills are used to teach these lessons.**

**1.Speech Skills:** Articulation, Pronunciation, Voice Projection, and Comprehension Skills

**2.Drama Skills:** Dramatization, Improvisation, Body Awareness, Co-operative Movement, Mime, Spatial Awareness and Theatrical Skills

### **Programme Activities**

- **Dramatization** - Children perform a play or story which includes dialogue, role-play and characterization
- **Mime & Movement** - Children act using only gesture and bodily movement, they have to express themselves solely by using their body
- **Role-play** - Children assume a person or character's role and mannerisms
- **Public Speaking** - Children stand in front of an audience to speak on any topic formally or informally, this includes expressing personal opinions individually, regardless of whether the child stands in front of the class or not
- **Rhyme/Poetry Recitation** - Children speak or chant a verse individually or in groups
- **Reading Aloud** - Children present a poem or narrative piece in front of an audience. This performance teaches children to read a text and incorporate vocal and facial expressions
- **Choral Recitation** - Children recite a rhyme or sing a song in parts

### **Results**

***At the end of the day, the Speech and Drama lessons aim to develop children who are articulate and fluent in their speech and carry themselves confidently in public.***

## **OUTLINE FOR SPEECH AND DRAMA LESSONS**

This outline consists of 4 main headings:

**I.) Develop Internal and External Personal Resources**

**II.) Develop Interpersonal Skills and Awareness**

**III.) Create Theatre through Artistic Collaboration**

**IV.) Use Drama as a Learning Tool**

Drama Students will:

**I.) DEVELOP INTERNAL AND EXTERNAL PERSONAL RESOURCES**

**A.) Develop body awareness and spatial perception.**

- 1.) Analyze and imitate physical movement.
  - a.) Begin simple mirroring.
  - b.) Imitate one another's hand animals.
  - c.) Imitate one another's frozen statues.
- 2.) Express moods and concepts through movement.
  - a.) Learn emotion faces.
  - b.) Perform in narrative pantomime.
  - c.) Create body statues.

**B.) Develop sensory awareness.**

- 1.) Analyze and imitate sounds.
  - a.) Create sound stories.
  - b.) Use sound effects in dramatizations.
- 2.) Incorporate sensory information into story.
  - a.) Build story from musical sources.
  - b.) Use five senses in narrative pantomime.

### **C.) Develop personal creativity.**

- 1.) Create original statue performances.
  - a.) Make solo statues.
  - b.) Make whole-class group statues.
- 2.) Play charades-based games.
  - a.) Play "No, You Can't Take Me" with whole group together.

## **II.) DEVELOP INTERPERSONAL SKILLS AND AWARENESS**

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

- 1.) Improvise group scenes and dialogue.
  - a.) Learn control activities.
  - b.) Watch and imitate movement.
  - c.) Imitate sounds.

### **B.) Cooperate in teams to solve problems.**

- 1.) Master simple mirror techniques.
  - a.) Mirror as a whole group.
- 2.) Interact within dramatizations.
  - a.) Role Drama.

### **C.) Place self in other contexts--walk in others' shoes.**

- 1.) Draw parallels between drama activities and real life.
  - a.) Participate in guided enactment of concepts from monthly themes.

### **III.) CREATE THEATRE THROUGH ARTISTIC COLLABORATION**

#### **A.) Create scripts.**

1.) Create very simple improvisations based on personal experience, imagination, literature and history.

a.) Dramatize real events and concepts.

#### **B.) ACT/role-play.**

1.) Assume roles and interact in improvisations.

a.) Participate in guided enactment of concepts from monthly themes.

b.) Create very simple improvised scenes.

2.) Use variations in movement and voice for different characters.

a.) Create body statues.

b.) Create simple moving statues.

c.) Explore rudimentary pantomime skills.

### **V.) 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.**

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