

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan**

School Name: Fung Kai Liu Yun Sum Memorial School (English)

Application No.: C 033 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 16

2. No. of approved classes in the 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	4	4	5	5	3	4	25

3. No. of operating classes in the 2018/19 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes							

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (more rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
Integrate a language programme into the English curriculum	P.4 – P.6	Phonics and reading	Oxford University Press
School-based Curriculum Development in the Primary Schools	P.4 (2014/15); P.5 (2015/16); P.6 (2016/17)	Develop a systematic school-based writing programme in Key Stage 2	Language Learning Support Section, EDB

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
<ol style="list-style-type: none"> 1. Supportive school head, PSM (CD) and middle managers have been actively involved in school-based language curriculum development over the years. 2. Teachers are willing to engage in professional growth and curriculum development to enhance English learning of our students. 3. The school has nurtured a professional development culture through co-planning, co-teaching, lesson observation and lesson study. 4. An English core group with level coordinators has been formed for better communication and closer collaboration. 5. The PLP-R/W programme is well implemented in Key Stage 1. 6. Over the past three years, the school has developed a systematic school-based writing programme. 	<ol style="list-style-type: none"> 1. The school effectively adopts cooperative learning strategies to encourage communication and interaction among students. 2. The availability of the PEEGS grant provides the school with an opportunity to refine the school learning environment through developing more quality English language learning resources and conducting different interesting English language activities for students.
Weaknesses	Threats
<ol style="list-style-type: none"> 1. As evidenced by BCA/TSA results, students are weak in reading and speaking skills. 2. Our students' exposure to English outside school is very limited and students are not interested in reading English books in their spare time. 3. Relatively little family support is available in helping students with their English learning. 4. Training opportunities and resources for teachers to design some language art activities or set up a drama school team are inadequate. 	<ol style="list-style-type: none"> 1. Great learning diversity exists among students due to a gradual increase of SEN students and it brings about challenges to teachers. 2. Limited resources hinder teachers from initiating some new projects.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:**(More rows can be added, if needed.)**

Area(s) of Development	Usage(s) of the grant	Grade Level
Integrate a language programme into the English curriculum for P.4 to P.6.	<ol style="list-style-type: none"> 1. Procurement of professional services to integrate a language programme focusing on phonics and reading with one-to-one pre-assessment session 2. Procurement of professional services to conduct some training workshops for all English teachers and a parents' workshop for the parents of P4 students 3. Purchase of teaching resources and students' materials for the language programme 	P.4-P.6

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input checked="" type="checkbox"/> Purchase learning and teaching resources</p> <p><input type="checkbox"/> Employ full-time* or part-time* teacher <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input checked="" type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input checked="" type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p>

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

(More rows can be added, if needed.)

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
(1) Procure professional service and purchase learning and teaching resources to integrate drama into the English Language curriculum for enriching the language environment at Primary 4 to 5					
<p><u>Read with Drama</u> <u>Objectives</u> <i>Students</i></p> <ul style="list-style-type: none"> • To create a fun and engaging atmosphere of learning English • To enhance the current school-based English curriculum of P.4 and P.5 by encouraging communicative use of language in authentic contexts and creating a learning community • To help students develop their generic skills (e.g. creativity, communication skills, collaboration skills) through drama activities • To develop students’ speaking and reading skills in an English-rich language environment <p><i>Teachers</i></p> <ul style="list-style-type: none"> • To enhance the knowledge and skills of teaching English using Drama-in-Education • To develop a better understanding of teaching language arts, reading and speaking through drama <p><u>Expected qualifications of the drama instructor(s)</u> Professional instructor(s) from the service provider will be hired to promote Drama-in-Education. The instructor(s) should preferably be highly proficient in English possessing a Bachelor degree in Education / English with at least 5 years of relevant experience in drama teaching.</p>	<p>2019/20 P.5</p> <p>2020/21 P.4</p>	<p>2019/2020 <u>Primary 5</u> Preparation Sept-Nov 2019</p> <p>Implementation and Try-outs Dec 2019 – Apr 2020</p> <p>Evaluation throughout the project period</p> <p>Final Evaluation May/ Jun 2020</p> <p><u>Primary 5</u> 2020/2021 Preparation</p>	<p><u>On activities:</u> 11 activity packs will be developed per level for Primary 4 to 5. Lesson materials for the 11 double lessons will be developed. The teaching packs will include but not limit to:</p> <ul style="list-style-type: none"> - Lesson/ Session plans - Teaching and learning materials developed for readers of the drama programme - Teaching notes for the drama activities - Props (if any) for class activities - Worksheets <p>School-based drama</p>	<p>The materials developed will be properly kept and used for the new cohort of students in future.</p> <p>The programme ideas will be integrated into our daily teaching in future.</p> <p>In 2020/2021, at least one subject teacher from the core team will stay in P.5 to sustain the programme by sharing the acquired</p>	<p><u>Qualitative</u> Co-planning meeting and evaluation meeting minutes will be properly retained for keeping track of progress and evaluation.</p> <p>Students’ work and performance will be monitored by teachers.</p> <p>Lesson observations will be conducted in co-teaching and try-out sessions for peer-evaluation. Lesson observations will be videotaped for evaluation and professional sharing.</p>

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
<p><u>Core team</u> In order to develop a school-based Read with Drama programme, core team will be set up to work closely with the instructor(s) of the service provider in the development of the programme. The core team consists of seven members. They are the subject teachers of the target levels and panel chairpersons. Throughout the programme, the panel chairpersons will be in charge of the project.</p> <p><u>Collaboration with the drama instructor(s)</u> For each target level, 6 co-planning meetings will be conducted between the instructor(s) and the subject teachers of the core team to co-develop lesson plans and materials. The instructor(s) will provide professional advice on the integration of drama activities into teaching.</p> <p>Four demonstrations will be conducted by the instructor(s) for each class of the target levels. For each demonstration, instructor(s) will demonstrate the teaching strategies while the subject teachers will observe the session.</p> <p>Five co-teaching sessions will be arranged for each class of the target levels. The level teachers and the instructor(s) will equally share the teaching parts during co-teaching. Two try-out sessions will be arranged for each class of the target levels by the subject teachers. The instructor(s) will observe the lessons and give feedback to teachers for improvement.</p> <p>Six evaluation meetings for each target level will be held between the instructor(s) and the subject teachers to evaluate the effectiveness of the session and discuss areas for improvement to better prepare for the next session.</p>		<p>Aug-Nov 2020 Implementation and Try-outs Dec 2020 – Apr 2021</p> <p>Evaluation throughout the project period</p> <p>Final Evaluation May/Jun 2021</p>	<p>programme implemented more effectively with newly-purchased titles in Primary 4 to 5.</p> <p><u>On students' performance:</u> Students will work in groups to perform with their classmates in class.</p> <p>Groups with excellent performance during the programme will be given the opportunities to perform in school's special events / assemblies.</p> <p>All students at Primary 4 to 5 will read at least one of the 3 titles over the</p>	<p>knowledge and experience with the other teachers.</p> <p>Similar strategies will be adopted at other levels after completion of the programme.</p> <p>Subject teachers involved will share their experience and introduce the teaching skills to other teachers in the panel meetings.</p> <p>Some lessons will be video-taped for professional sharing and as reference for programme</p>	<p>Evaluation meetings will be conducted with the instructors to review the programme in each programme year and modification will be made whenever necessary.</p> <p>An evaluation meeting with all target level teachers will be held to review the effectiveness of the project at the end of the programme.</p> <p>The drama performed by each group will be video-taped for analysing their performance and improvement of the programme.</p> <p>Sharing sessions will be conducted in panel meeting at the end of the school</p>

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<p>There will be video-taping of some lessons of each target level for future reference and sharing. Teachers of non-target levels can learn about the new pedagogy and good practice of Read with Drama programme. The core team members will also organise a sharing session to disseminate new practices and share teaching experiences of the programme with all panel members at the end of the school term.</p> <p>Since all lesson materials will be co-developed by the instructor(s) and core team members, our school reserves the rights to modify and use the materials even after the contract period.</p> <p><u>“Read with Drama” Programme</u> “Read with Drama” programme is thematically and linguistically aligned with the core English Language curriculum. All P.4 and P.5 students will read the readers assigned by the teacher and participate in different drama activities about the storybooks. Students will be given the opportunities to apply various language skills in a contextual situation. At the end, students will have an in-class drama performance. Students with excellent performance will be invited to perform in school events or assemblies.</p> <p>For each target level, three titles of class sets (40 copies) of readers will be purchased for the drama programme. The readers with themes related to the core curriculum will be selected. To cater for students with different abilities and interests, three different readers will be selected and shared among the classes of each target level to let them practise using target vocabulary and language structures as well as experience the content in the reading via authentic context in drama.</p>			<p>project year.</p> <p>100% of Primary 4 and 5 students will complete all the developed materials.</p> <p>65% of Primary 4 to 5 students will improve their confidence and skills in reading and speaking skills.</p> <p>Speaking assessment results of over 60% of students at Primary 4 to 5 will improve by 10% in one year’s time.</p> <p>70% of Primary 4 and 5 students will increase their motivations to learn English through drama activities.</p>	<p>development in the future.</p> <p>The newly acquired readers will be properly stored and used after completion of the project.</p>	<p>term to share the teaching experience in the drama programme with all panel members.</p> <p><u>Quantitative:</u> Questionnaires will be used to collect the feedback from students about their motivations and speaking skills acquired through the programme.</p> <p>Feedback from the subject teachers in the core team will be collected from time to time through sharing with the panel chairpersons about the effectiveness of the lessons and the quality of the services provided by the instructor(s).</p> <p>Year-end questionnaires will be given to teachers</p>

Proposed school-based English Language curriculum initiative(s)			Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation																		
<p>Printed readers to be purchased</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Tentative themes</th> <th>Text types</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td>- Festival - School life - Healthy eating</td> <td>- stories</td> </tr> <tr> <td>P.5</td> <td>- Leisure activities - Understanding fairy tales - Festival</td> <td>- stories - fairy tales - stories</td> </tr> </tbody> </table> <p>The resources will be purchased after proper procurement exercises.</p> <p>Appropriate readers will be selected for the drama programme. Teachers will make good use of the readers purchased and cover the reading skills related to stories during normal class time.</p> <p>The implementation stage of the programme will last for about five months (Dec-April) for both Primary 4 and 5 (tentative schedule) over different project years. There will be 2-3 in-class drama sessions allocated to each class of the target levels in each month, with a total of 11 double lessons (sessions) covering a variety of drama activities (e.g. role play, script-writing, improvisation).</p> <p>Proposed target skills to be covered in the programme:</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Drama/speaking skills</th> <th>Reading skills</th> </tr> </thead> <tbody> <tr> <td>P.4 (basic skills)</td> <td>-Voice projection and articulation -Emotion expression through body language -using appropriate tone and gesture</td> <td>-To identify characters, setting and sequence of events in stories -To make prediction</td> </tr> <tr> <td>P.5 (extended)</td> <td>-Voice projection and articulation -Emotion expression</td> <td>- To infer feelings and personalities of characters, plot</td> </tr> </tbody> </table>			Level	Tentative themes	Text types	P.4	- Festival - School life - Healthy eating	- stories	P.5	- Leisure activities - Understanding fairy tales - Festival	- stories - fairy tales - stories	Level	Drama/speaking skills	Reading skills	P.4 (basic skills)	-Voice projection and articulation -Emotion expression through body language -using appropriate tone and gesture	-To identify characters, setting and sequence of events in stories -To make prediction	P.5 (extended)	-Voice projection and articulation -Emotion expression	- To infer feelings and personalities of characters, plot			<p><u>On existing English teachers' professional enhancement:</u></p> <p>100% of the English teachers involved will acquire the skills of integrating drama activities into reading and speaking lessons.</p> <p>75% of the English teachers involved will feel more confidence in using drama activities to enhance teaching and learning of English.</p> <p>70% of the English teachers involved will apply drama teaching strategies to English teaching at Primary 4 to 5.</p> <p>100 % of target level</p>		<p>for evaluation of the programme. The data collected from the questionnaires will be analysed to evaluate the effectiveness of the project for future improvement.</p> <p>The assessment data of P.4 and P.5 students in reading and speaking exams will be analysed to evaluate the effectiveness of the programme.</p> <p>Records of the utilization rate of the readers in Read with Drama programme will be properly kept.</p>
Level	Tentative themes	Text types																							
P.4	- Festival - School life - Healthy eating	- stories																							
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skills)	through gesture, body movements, facial expressions -Making connection with audience using eye contact, -Using appropriate tone, stress, intonation, gesture and movements on stage	development of the story from pieces of information in narrative texts -To understand intention, attitudes and feelings conveyed in a text			English teachers will use the readers purchased for the drama programme at Primary 4 to 5 throughout the project.		
<p><u>Tentative outline of the drama programme</u></p> <p>Session 1: Introduction to drama and understanding the story Objectives: Students learn about drama vocabulary and different strategies to identify characters, setting and sequence of events in stories.</p> <p>Session 2: Analysing the story Objectives: Students learn about how to make prediction and use questioning skills to further analyse the story. They will also learn to infer feelings and personalities of characters, plot development of the story from pieces of information in narrative texts.</p> <p>Session 3: Characters of the story - characteristics, emotions (stress and intonation) Objectives: Students learn to identify the characteristics and emotions of the characters in the story. Students practise using stress and intonation to alter meaning.</p> <p>Session 4: Voice projection Objectives: Students brainstorm and discuss verbal and non-verbal ways (e.g. facial expressions) of showing</p>							

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<p>emotions, feelings and motivations. Then, they practise reading the lines with the relevant emotions, feelings and motivations.</p> <p>Session 5: Body gestures and movements Objectives: Students learn to use various body gestures and movements to convey emotions, feelings and motivations of the characters and meaning of the story.</p> <p>Session 6-7: Script writing Objectives: With guidance, students learn to write a drama script and change the ending of the story based on the readers chosen.</p> <p>Session 8: Role-play a short scene Objectives: Students act out a short scene in their written script. Group members evaluate their performance using a checklist of criteria.</p> <p>Session 9: Casting Objectives: Students practise the scenes from their written script using appropriate tones and body gestures (Activity: Freeze Frame, Statue Game)</p> <p>Session 10: Rehearsal Objectives: Students rehearse the scenes that they choose to perform. Each group is required to perform for around 3-4 minutes. (Warm-up activity: Splat)</p> <p>Session 11: Drama – In-class performance Objective: Students have their performance in class.</p>					

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(2) Procure professional services for ‘Drama Stars’ after-school drama programme at Primary 4 and 5					
<p><u>Drama Stars</u></p> <p><u>Objectives</u></p> <p><i>Setting up of a Drama team</i></p> <ul style="list-style-type: none"> • To further help participants develop their generic skills (e.g. creativity, communication skills and collaboration skills) through participating in drama performances • To further enhance students’ confidence in speaking and writing through drama training <p><i>All students</i></p> <ul style="list-style-type: none"> • To promote students’ appreciation of language arts • To enrich the English language environment and arouse students’ interest in learning English <p><i>Target level Teachers</i></p> <ul style="list-style-type: none"> • To enhance the knowledge and skills of leading a school drama team • To develop a better understanding of drama teaching <p><u>Expected qualifications of the drama instructor</u></p> <p>A professional instructor from the service provider will be hired for supporting teachers to set up school drama team. The instructor would preferably be highly proficient in English with a bachelor’s degree in Education/English and at least 5 years of relevant experience in drama teaching.</p>	<p>2019/20 P.5</p> <p>2020/21 P.4</p>	<p><u>2019/2020</u></p> <p><u>Phase 1</u> Preparation Sept-Oct 2019</p> <p><u>Phase 2</u> Implementation and Try-outs Nov 2019 – May 2020</p> <p><u>Phase 3</u> Evaluation Nov 2019 – Jul 2020</p> <p>Final Evaluation Jul, 2020</p> <p><u>2020/2021</u></p> <p><u>Phase 1</u> Preparation Aug-Oct 2020</p>	<p><u>On activities:</u> At least one drama teaching pack (including teaching notes for the drama activities and performances, props (if any), worksheets) covering 18 sessions will be developed for each target level.</p> <p><u>On students’ performance:</u> All P.4 and 5 students from the school drama team will complete all the developed materials.</p> <p>Formal drama performance will be arranged during the project period for participants to perform in school’s special events and</p>	<p>The programme/ materials developed for the school drama team will be integrated into English teaching after the project period.</p> <p>After completion of the programme, all the materials developed (including the co-plan meeting minutes, teaching materials, students’ work) will be refined and used for the new cohort of students.</p>	<p><u>Qualitative</u> Co-planning meeting and evaluation meeting minutes will be kept for future reference.</p> <p>Students’ work and performance will be monitored by teachers.</p> <p>Observations will be conducted in each target level over the project year. Some of the sessions will be videotaped for evaluation and professional sharing.</p> <p>6 evaluation meetings with the instructors will be conducted to review the programme in each target level over the project year and modification</p>

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<p>Core team</p> <p>To work closely with the instructor, a core team of six members will be set up. They are the subject teachers of P.4 and P.5, the NET and the panel chairpersons. The panel chairpersons will be the level-coordinators and in charge of the new programme. Also, the NET will work with the drama instructor in carrying out the drama activities.</p> <p>Collaboration with the service provider</p> <p>Co-planning meetings will be conducted between the drama instructor and the core team. They will work closely together for programme development with reference to abilities and needs of the drama team participants.</p> <p>Demonstrations will be conducted by the instructor to enhance teachers' understanding of the requisite knowledge and skills for running the programme.</p> <p>The core team teachers will co-teach with the drama instructor and equally share the teaching parts during co-teaching. The teachers will try out running the programmes. The instructor will observe their try-outs and give them feedback.</p> <p>Evaluation meetings will be held between the instructor team and the core team to evaluate the running of the new drama sessions and discuss areas for improvement so as to better prepare for the next session. A final evaluation with the drama instructor will be conducted after the final performance(s).</p> <p>There will be video-taping of some sessions at each target level for future reference and sharing. Other teachers can</p>		<p>Phase 2 Implementation and Try-outs Nov 2020 – May 2021</p> <p>Phase 3 Evaluation Nov 2020 – Jul 2021</p> <p>Final Evaluation Jul 2021</p>	<p>P.6 Graduation Ceremony 80% of the students involved will agree that their speaking skills and confidence in using English, especially spoken English, will be improved.</p> <p>80% of the students involved will enjoy taking part in the programme.</p> <p>On professional enhancement: 80% of target level teachers will understand more and acquire the skills about how to conduct a formal drama performance.</p> <p>60% of the English teachers involved will integrate drama</p>	<p>Similar teaching strategies for the school drama team will be refined after the evaluation and will be adopted for future implementation.</p> <p>All the materials developed in the programme will be owned by the school. The school will be allowed to use the materials freely after the contract period.</p> <p>The final performances will be video-taped for future reference.</p> <p>There will be a year-end sharing</p>	<p>will be made whenever necessary.</p> <p>An evaluation meeting with all target level teachers will be held to review the effectiveness of the project at the end of the programme.</p> <p>The drama performance of each group will be video-taped for analysing their performance and improvement of the programme.</p> <p>Sharing sessions will be conducted at the end of the school term to share the teaching experience in the drama programme with all panel members.</p> <p>Quantitative: Attendance records</p>

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<p>learn about the pedagogy and good practice of the Drama Stars programme. The English panels and the NET will also share their experiences and disseminate new practices of the programme with all subject teachers during the year-end panel meeting in June or the first panel meeting in August.</p> <p>The school has the rights to use the materials after the contract period.</p> <p>Programme Details</p> <p>The drama instructor will work with the core team in developing all programme materials including two to three scripts and preparing for the final performance(s) to be held at the end of the respective project year. The performances will last for about 15 minutes.</p> <p>For each target level, 18 weekly drama sessions will be conducted at 3:30pm – 5:00pm after school over the project year. Each lesson will last for 1.5 hours. The teachers in charge will take attendance for the participants in every lesson.</p> <p>The after-school drama programme activities include warm-up games, storytelling, grouping activities, script-writing and performance.</p> <p>More-able students who are interested in drama and have high motivation to learn English are eligible to join this new drama programme as an extra-curricular activity. About 12-15 students will be selected through audition/interviews.</p> <p>At the end of the year, students will perform a drama show at school. Arrangements may be made for students to take part in inter-school drama competition(s).</p>			<p>activities or apply drama teaching strategies to English teaching at P.4 to P.5.</p>	<p>session for all English teachers to transfer the knowledge acquired in the drama programme and disseminate good practices. Some of the sessions will be videotaped for professional sharing.</p>	<p>of participants in every session will be properly kept.</p> <p>Questionnaires will be used to collect the feedback from the involved students about the school drama programme.</p> <p>Feedback from the English panels and the NET will be collected from time to time through co-planning and evaluation meetings about the effectiveness of the school drama programme and the quality of the services provided by the instructor.</p> <p>Year-end questionnaires will be given to English teachers for evaluation of the programme.</p>

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Tentative programme outline:						
	Contents	Learning activities/drama games				
1	Ice-breaker and warm-up drama games	Suggested games: (i) Follow Your Nose (ii) World's Greatest Sandwich (iii) Walk Together				
2	Introduction of drama vocabulary	Use the drama vocabulary list as a prompt to start off the module				
3	Voice Projection and articulation	Breath technique for proper voice projection and articulation				
4	Stress and intonation	Practise using stress and intonation to alter meaning				
5	Identification and expression of emotions, feelings and motivations	Brainstorm and discuss verbal and non-verbal ways of showing emotions, feelings and motivations				
6	Body movement and facial expression	Watch clips of different scenes from popular movies and try to act them out in small groups				
7-8	Stages of script writing	Write a script of short scenes step-by-step				
9	Role-play of a short scene	Act out short scenes in small groups				
10-11	Produce / revise an original script of a short play	Write a script of a short play and edit afterwards				
12	Preparing props, costumes, backdrops	Make props and prepare costumes, backdrops in small groups with guidance of the drama instructor and teacher				
13-	Casting/Rehearsal	(i) Discuss the roles and duties				
						<p>The data collected from the questionnaires will be analysed to evaluate the effectiveness of the project for future improvement.</p> <p>The assessment data of P. 4 and P.5 students in speaking exams will be analysed to evaluate the effectiveness of the programme.</p>

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15	/ Blocking	of the group members and assign each one a speaking part (ii) Practise movements on stage											
16	In-class drama performance	Perform the play (about 15 minutes) in class											
17	Dress rehearsal/ Drama performance on stage	Rehearse/ Perform with the costume, lighting, sound, makeup, costume, stage, and backdrops											
18	De-briefing and feedback on performance	Evaluate the performance of students and give constructive feedback for improvement											
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<p><u>A sample rundown of a 1.5-hour drama session</u> <u>(Session7)</u></p> <table border="1"> <thead> <tr> <th>Duration</th> <th>Topic: Stages of script writing</th> </tr> <tr> <th></th> <th>Procedures/ activities</th> </tr> </thead> <tbody> <tr> <td>5 mins</td> <td>Warm-up drama games / Revisit learnt</td> </tr> </tbody> </table>			Duration	Topic: Stages of script writing		Procedures/ activities	5 mins	Warm-up drama games / Revisit learnt					
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Proposed school-based English Language curriculum initiative(s)		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria (preferably measurable)	Sustainability	Methods of progress-monitoring and evaluation
	knowledge/skills					
15 mins	Invite students to share their favourite stories and tell students that they will learn how to turn their stories into plays or dramas. Introduce to students different elements of a script; e.g. characters, setting, narration, dialogue, actions and stage directions.					
15 mins	Develop awareness of a character: Students work in groups of 4-5. Create an outline for their characters, e.g. physical appearance, personality, feelings.					
25 mins	Design the narration and dialogues on 1-2 short scene(s): Students learn about the basic conventions of script writing and work in groups to develop their own dialogues, narration and stage directions for 1-2 scene(s) of their story.					
15 mins	Teacher's feedback and peer-evaluation: Read through students' drama scripts and give comments for improvement. Students use a checklist to evaluate their peers' work. Each group will edit their work accordingly.					
10 mins	Practice: Students practise their scripts in groups.					
5 mins	Consolidation: Summarise and recap the script writing skills. Students continue their final part of their script in next session.					