

## DRAMA CURRICULUM

### PERFORMANCE INDICATORS

### RANGE, CONTENT AND CURRICULUM OPPORTUNITIES ACROSS ALL LEVELS

#### P1-3

- P1(i) Encounter drama activities and experiences
- P1(ii) Show emerging awareness of drama activities and experiences
- P2(i) Explores and experiments through sensory exploration using body.
- P2(ii) Respond consistently to familiar drama activities and recourses.
- P3(i) Accepts and engages in coactive sensory exploration.
- P3(i) Communicates preferences and choices when doing familiar activities and using familiar recourses.
- P3(ii) Remembers and anticipates activities using movement and sound.
- P3(ii) Imitates what is observed and repeats spontaneously

#### P4-P5

- Can play alongside other children who are engaged in the same activity.
- Can play cooperatively as part of a group to develop and act out a drama.
- Can use available resources to create props to support role-play.

#### MAKING

Pupils will be given the opportunity to explore and develop their drama skills, learning to:

- Work alone/with others to develop ideas into actions
- Explore themes, resources, techniques eg acting in role, freeze frames etc to convey action, character, atmosphere
- Develop imagination, language and physical skills
- Explore ways that words, actions, sound and staging combine to create dramatic moments
- Create dramatic atmosphere using lighting, sound and design

What this will look like in:

#### LOWER SCHOOL

- Access to the drama studio, lighting, sound eqpt providing an atmospheric/enabling environment
- Access to a wide range of materials/resources to develop role play/drama activities
- Sensory Drama activities based on traditional stories, Cornerstone topics and Flo Longhorn multi sensory drama resources

- Can create simple representations of events, people and objects.
- Can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Can engage in imaginative role-play based on own first-hand experiences.

### **P6-P8**

- Can take part in a wide range of 'pretend' drama activities.
- Can explore situations and stories through imaginative play.
- Can work with other pupils in a whole class performance.
- Can pretend to be a character, demonstrating emotion through action and language.
- Can explore problems in an imagined world and make up plays from stories and other stimuli.
- Can use voice and body to create characters and atmospheres, employing language to the role or character.
- Can add a simple sound effect or prop to enhance performance.
- Can work in a small group, taking turns, acting out familiar stories.
- Can take part in a range of drama activities and use simple theatre techniques such as still images and narration
- Can act out improvised dramas and scripts, creating characters that are different from themselves.

- Learning environments both indoor/outdoor to explore role play/drama activities
- Opportunities for cross curricular drama work Eg PSHE, World Book Day, Multi Cultural Weeks etc
- **Arts Award Discover**

What this will look like in:

### **UPPER SCHOOL**

- Access to the drama studio, lighting, sound eqpt providing an atmospheric/enabling environment
- Subject specific lessons exploring techniques, staging, developing pupil led scripts etc based on Cornerstone topics and including use of a range of well known and age appropriate texts/genres Eg Stig of the Dump, Charlie and the Chocolate Factory, Romeo & Juliet etc
- Sensory Drama activities based on Cornerstone topics/Flo Longhorn multi sensory drama resources, musical theatre etc
- Work with external drama practitioners for drama specific projects Eg Shakespeare Schools Festival, RSC's Learning Performance Network
- Opportunities for cross curricular drama work Eg developing writing through drama
- **AQA/ASDAN accreditations**
- **Arts Award Explore**

- Can devise plays from a range of stimuli.
- Can experiment with voice, gesture, costume and staging.

### NC - 1-3

- Can create and perform improvised drama, with a group that has a beginning, middle and end.
- Can say what was good in a performance and why.
- Can hold the attention of an audience when performing.
- Can create and perform drama using existing scripts.
- Can choose movement and vocabulary to match the character or performance.
- Can discuss their work and the work of others saying what was good and could be improved.
- Can contribute to structuring the drama and use techniques such as still image or slow motion
- Can learn lines and collaborate with others to create a performance.
- Can discuss effective drama techniques and suggest how they impact on performance.

### PERFORMING

Pupils will be given opportunities to participate in drama "performance" in a range of settings both formally and informally, they will learn to:

- Portray different characters to each other within role play areas
- Participate in class based and public performances
- Communicate with and engage an audience using voice, gesture, movement, timing and space
- Perform both scripted and improvised/devised dramas
- Create dramatic atmosphere through use of staging lighting, sound and design
- Adapt to a widening range of performance venues and to a variety of audiences

What this will look like in:

#### LOWER SCHOOL

- Informal performances within lessons - sharing of work
- Topic based performance to showcase in Lower school/whole school assemblies
- Lower School Christmas production
- "Performing" within structured/inclusive dramas led by external theatre Companies Eg Bamboozle, Interplay

What this will look like in:

#### UPPER SCHOOL

- Informal performance sharing in classes both in drama/other curriculum areas
- Presenting work for assemblies
- "Performing" within structured/inclusive dramas led by external theatre Companies Eg Bamboozle, Interplay
- Using ICT to record performance work and share with a wider audience
- Work with professional actors, directors, theatre technicians developing performance technique and understanding of what makes a "good performance"
- Participation in live performances at local theatres for school productions and as part of national drama initiatives Eg Shakespeare Schools Festival,
- Opportunities to performing with pupils from other schools both locally and nationally Eg RSC's Learning Performance Network

## **RESPONDING**

Pupils will have opportunities to respond to dramatic texts, their own drama work and that of others including professional drama companies. They will respond through:

- Exploring and interpreting information, events, main points and ideas from a range of texts
- Exploring how texts relate to the social, historical and cultural contexts in which they were written
- Using symbols, pictures, simple graphic questionnaires to make individual responses
- Using simple drama vocabulary to talk about drama performance and suggest ways to improve
- Using ICT as an aid to evaluating a range of drama performances
- Analysing performances and identifying strengths and weaknesses
- Opportunities to make decisions about improving performance and acting on these decisions in future performances
- Emotional/intellectual, individual/shared, spoken/written responses to texts and/or performances
- Using Artsmark's 7 Quality Principles as a basis for responding and evaluation

What this will look like in:

#### LOWER SCHOOL

- Thumbs up/thumbs down
- Yes/No. Happy/Sad evaluation sheets
- Brainstorming activities
- Staff observation records for PMLD responses including Behaviour, Attention and Learning
- **Arts Award Discover**

What this will look like in:

#### UPPER SCHOOL

- As Lower School plus
- Scale of 1 -10 sheets
- Designing Posters
- Pupil designed questionnaires
- Video Diaries
- Log Books
- **Arts Award Explore**