

DRAMA CURRICULUM

PERFORMANCE INDICATORS

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.

RANGE, CONTENT AND CURRICULUM OPPORTUNITIES ACROSS ALL LEVELS

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**