

PROGRESSION OF LEARNING – Drama

Purpose

At Floreat Wandsworth, we firmly believe in the importance to nurture our pupils' creative talents. Drama exercises many integral skills within our pupils, including boosting confidence, an awareness of our own emotions and that of others, as well as creative imagination. The scenarios that the children perform and observing behaviours in other can help children to effectively understand, verbalise and share their ideas, feelings and responses in full sentences. Our actors are provided with a range of opportunities to showcase their wonderful drama skills throughout school. Drama activities promote a Confident Voice, which is essential for later life. At Floreat, we use drama to explore every Talk 4 Writing text to bring them to life in a fun, engaging and creative way. Additionally, we use drama across the curriculum to aid children develop their performance skills as well as internalise a vast array of importance information.

	PROVISION	IMPACT	PROGRESSION
Nursery & Reception	<ul style="list-style-type: none"> Simple games. Activity poems. Action rhymes. Structured play. Character exploration based on traditional stories. Role Play Areas. Use of confident voice. EYFS/KSI Festive Concert Performance. Visiting Theatre Company. 	<ul style="list-style-type: none"> Children develop an awareness of social interaction. Children develop an understanding of the wider world. Children improve their ability to communicate in full sentences. Children improve their ability to empathise with their peers. 	<ul style="list-style-type: none"> Pretend to be someone else. Engage with others in imaginative play in a safe environment. Demonstrate thoughts, ideas and feelings through actions and language. Respond to others in role.
Year 1	<ul style="list-style-type: none"> Hot Seating Cross-curricular Role Play Use of drama activities within every T4W Unit. Use of confident voice. EYFS/KSI Festive Concert Performance. 	<ul style="list-style-type: none"> Vocabulary build during drama can be used in writing to describe a character's appearance and actions. Use drama to rehearse sentences, including dialogue, to use in writing. Children can incorporate what they have learned about a sense of place in performance to develop their story settings. Write a short response to a performance they have seen on screen or on stage, or a thank you letter to a theatre company after watching a play. Recount stories in order using temporal conjunctives. Write from the perspective of a character they have pretended to be in drama. Children practise writing open questions to use during hot-seating activities. Children can begin to write a conversation between two characters in simple playscript format. 	<p>Making drama Children learn to:</p> <ul style="list-style-type: none"> Improvise a line of dialogue for a character in response to a prompt. Use drama to explore a character's feelings about an event or in a particular scenario. Invent dialogue for a character and try out new words that they have learnt. Order the events of a structured story through drama. Take part in group hot-seating, 1-2-1 interviews. Take turns in improvised or imaginary play.
Year 2	<ul style="list-style-type: none"> Visiting Theatre Company. Hot Seating Cross-curricular Role Play Use of drama activities within every T4W Unit. Use of confident voice. Main roles in EYFS/KSI Festive Concert Performance. Visiting Theatre Company. 	<ul style="list-style-type: none"> Children practise writing open questions to use during hot-seating activities. Children can begin to write a conversation between two characters in simple playscript format. 	<p>Performing and reflecting Children learn to:</p> <ul style="list-style-type: none"> Perform a short scene from memory or with a very simple script. Experiment with changing voices to represent different emotions. Choose props and costumes suited to a specific character. Listen attentively to a short scene or play. Discuss their favourite part of a performance. <p>Drama conventions Children learn to:</p>

			<ul style="list-style-type: none"> • When watching live/recorded performances, children can talk about how the set, props and sounds indicate a sense of place. • Children can write a short conversation between two characters from a story. • With the help of an adult, they can make simple changes to this script.
<p>Year 3</p>	<ul style="list-style-type: none"> • Hot Seating • Conscience alley • Freeze-frames • Exploring inside/outside emotions 	<ul style="list-style-type: none"> • Children can write more complex characters describing the difference between their inner and outer emotions. • When describing a character's appearance, children make more conscious decisions about clothes, body language and tone of voice and what this can convey to a reader. 	<p>Making drama Children learn to:</p> <ul style="list-style-type: none"> • Improvise a short scene in pairs (eg. A conversation between two characters) • Use drama to explore a character's inner and outer feelings • Try out new vocabulary suitable for their age • Write and improvise dialogue suitable for opposing characters • Use drama to consider what might happen next in a story • Pause and reflect as the drama unfolds to speculate on what might happen next • Take part in a freeze-frame, thought-tracking, conscience-alley. • Stay on task making sure everyone has their turn to speak.
<p>Year 4</p>	<ul style="list-style-type: none"> • Evaluating others' performances • Cross-curricular Role Play • Use of drama activities within every T4W Unit. • Use of confident voice. • LKS2 Festive Concert Performance. • Visiting Theatre Company. 	<ul style="list-style-type: none"> • In narratives, children are able to write more sustained dialogue between characters based on improvisation. • Children can use photographic and digital recordings of drama to help structure their ideas for writing. • Children start to write alternative responses from a character to an event to demonstrate differing viewpoints. • Children can write and edit simple scripts based on known stories. 	<p>Performing and reflecting Children learn to:</p> <ul style="list-style-type: none"> • Rehearse plays for presentations and school assemblies • Perform a short drama to the class or a small group • Be aware that body language can change how the audience sees a character • Adopt a suitable voice and body language to reflect a character's personality • Begin to select props and costumes suited to a specific genre • Children can watch a short scene performed by their classmates, offering praise and simple suggestions for development. <p>Drama conventions Children learn to:</p> <ul style="list-style-type: none"> • When watching live/recorded performances, children can comment on the choice of costume and props as well as the mood of a performance. • Write a script in pairs for a scene involving two or three characters. • Write simple scripts based on stories they know • Add simple stage-directions or acting cues • Develop how characters should talk, act and move for a specific role.

<p>Year 5</p>	<ul style="list-style-type: none"> • Hot Seating • Conscience alley • Freeze-frames • Exploring inside/outside emotions 	<ul style="list-style-type: none"> • Drama is now an essential tool for developing a range of written responses and children are aware of how drama can prepare them for writing. 	<p>Making drama</p> <p>Children learn to:</p> <ul style="list-style-type: none"> • Improvise a longer scene sustaining a role employing other aspects of performance (eg. Body language, suspense) • Use drama to explore the relationships between characters • Write and improvise more complex dialogue that reflects a character's personality • Incorporating greater nuances in drama – rhythm, pace and tempo to change the rate at which the drama unfolds • Take part in a range of drama activities (eg. Hot-seating, freeze-framing) including tableau • Ensure that all members of a small group are able to participate and involve others through improvisation.
<p>Year 6</p>	<ul style="list-style-type: none"> • Evaluating their own and others' performances • Small group performances. • Cross-curricular Role Play • Use of drama activities within every T4W Unit. • Use of confident voice. • Main roles in UKS2 Festive Concert Performance (Year 5). • "Play in a Day": Macbeth (Year 5) • Visiting Theatre Company. • End of Year Performance (Year 6) 	<ul style="list-style-type: none"> • Children are able to write collaboratively based on their drama activities. This might include writing alternate accounts of the same events or writing a script together. • The characters children describe are brought to life with details of body language, tone of voice, costumes and genre-appropriate props. Characters in stories are becoming more distinct from one another. • Develop as playwrights; translating improvised drama into scripts and then into short films; trying to incorporate references which show empathy and opposing viewpoints. • Critique performances they have seen or performed in. 	<p>Performing and reflecting</p> <p>Children learn to:</p> <ul style="list-style-type: none"> • Perform a longer scene (with a script). • Change the pace, pitch, intonation of their voice. • Understand how voice and body language can create tension and communicate ideas to the audience. • Sensitively relate drama to real-life experiences. • Reflect on how other children's ideas/feedback impact on their own drama. • Identify the key moment of a story. <p>Drama conventions</p> <p>Children learn to:</p> <ul style="list-style-type: none"> • Reflect upon effective staging. • The main differences between different performances of the same story (such as the changes between a story and its film/theatrical presentation) • Write a script with a clear beginning, middle and end in a group or in pairs. • Adapt stories from books, film or real-life scenarios in playscript format. • Write short scripts for plays based on their own ideas. • Make independent revisions to a script, including the use of stage-directions and acting cues. • Make decisions on the movement of characters on stage. • Make decisions on transitions between scenes. • Design their own small performances.

Drama is taught across the curriculum, in order for the pupils to develop an understanding of the wider world.