





‘The mission of theatre after all is to change, to raise the consciousness of people to their human possibilities.’

Arthur Miller

Curriculum Intent	
<p>Our Drama curriculum is designed to give children the ability to communicate effectively with the world around them. Performance and public speaking require a level of self-confidence that historically our children have not commonly displayed. Their opportunities to engage in this type of play and to see these skills is, for the majority of our children, not part of their common experience. Children's experience watching performance is often limited to TV and Cinema. The link between an actor inhabiting a character and the skills needed to do this are alien to them as they only see the performance in 2D and for all intents and purposes it is 'real' people being themselves.</p> <p>Alongside PSHE and Crew we feel this work will arm children with the skills to confidently articulate their place in the world, learning about body language, voice control, annunciation, articulation and tone. All of these skills will allow them to use their person masterfully in communicating their ideas to the world. We will ensure that every year group has:</p> <ul style="list-style-type: none"> • opportunities to watch and to learn from experts • opportunity to have lessons with a drama expert • Chance to visit theatres and see live performance • Opportunity to understand the process of being an actor • Opportunity to regularly perform to small groups and large groups • The chance to have feedback and develop their speaking and performance skills in the same way they would develop their Maths or Literacy skills 	
Purpose of Study	
<p>Understanding the world we live in</p> 	<p>The children at our school often have limited exposure to the wider world, being only familiar with their immediate local area and the opportunities that this area provides. We therefore want our drama curriculum to expose our children to a range of events and performances from different cultures. We want the children to recognise how drama can tell a story and transport us to other places, just like a book or film might do.</p>
<p>Linked to my life</p> 	<p>We want our drama curriculum to enable children to communicate with each other effectively through activities such as role play, freeze framing, hot seating and song. We want the children at FHC to understand that drama is a means by which we can express ourselves creatively and can be an outlet for showing a range of emotions. We understand that drama can bring joy and pleasure to others and so by preparing performances the children can create positive links with other people.</p>
<p>Practical Skills</p> 	<p>Our drama curriculum is progressive from FS1 to year 6, allowing teachers to plan a sequence of lessons that build on prior learning. Our curriculum is broken down into three main strands: drama skills, speaking and listening skills and group discussion skills. This allows us to plan for clear opportunities across the curriculum for children to develop their drama skills. Our drama lessons, although usually linked to another curriculum area, do have explicit drama skills at their core, so that children receive feedback that will allow their drama skills to progress.</p>

Knowledge 	<p>Our Drama curriculum progression documents clearly set out the progression of skills from EYFS to year 6 and the content to be taught in each year group. Skills and related activities for each year group allow teachers to plan for drama opportunities across the curriculum.</p>
<p>Assessment and recording for long term knowledge retention:</p> <p>Performance opportunities are planned for in each year group, where the children can show what they have learned across a particular block or unit of learning.</p>	

Drama and Public Speaking Progression of Skills and Content

	Drama skills	<i>Supporting Drama activities</i>	Speaking and listening skills	<i>Supporting Speaking and listening activities</i>	Group discussion skills	<i>Supporting Group discussion activities</i>	Public speaking opportunities Eg: Assembly, Competitions	Performance Opportunities	Theatre Experience
FS1	-begin to express emotion in a positive and negative way appropriately - use story characters to play in role using props and materials to act out a narrative - become aware of physical self and use of body to convey meaning	- home corner -role play in provision -role play of nursery rhymes and familiar stories with props -small world play	-participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - hold conversation when engaged in back-and-forth exchanges with their teacher and peers. -express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses	-role play -collective story reading and singing -show and tell/sharing or presenting of work or an experiment -circle time sessions using props and pictures as stimuli	- invent, adapt and recount narratives and stories with peers and their teacher in groups -begin to take turns as a speaker and listener when working with others -contribute to CREW discussions and group	-continuous provision activities --circle time sessions using props and pictures as stimuli -Think, pair, share	Sharing news Class based presenting of work and experiences developed in the continuous provision CREW class based sessions	Foundation stage Christmas nativity play Perform songs, rhymes, poems and stories with others using music and props Teacher led re-enactments of narratives – Dear Zoo, we're going on a bear hunt. Perform for class in	In school performance/theatre Company visit

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	- begin to use dialogue and facial expressions to show a character's actions and feelings in role	-Dressing up as characters		-vocal workshops	circle time activities			groups using repetitive language and singing	
FS2	-express feelings, story scenarios or plots and character personalities through role play -develop play acting by creating props and adding dress up/dialogue -improvise by adding new characters with different intentions and personalities – sometimes led by a teacher in role -begin to use dialogue and	-whoosh! -role play in provision - Freeze frames -Hot seating	-participate in whole class discussions with ideas that are relevant to the topic -sustain a longer conversation with teachers or peers in a meaningful exchange -listen with concentration to stories in group or whole class sessions -begin to vary voice and intonation with purpose	-show and tell/sharing or presenting of work or an experiment -circle time sessions using props and pictures as stimuli -Talk Partners -Babble Gabble -Role play -CREW 'The big question' or 'Just a minute' game	-during group discussion begin to ask and answer relevant questions - invent, adapt and recount narratives and stories with peers and in front of the whole class -contribute to CREW discussions -Begin to show awareness of agreeing and disagreeing as a discussion tool	--circle time sessions using props and pictures as stimuli -Think, pair, share - Rainbowing	Sharing news Class based presenting of work and experiences developed in the continuous provision CREW class based sessions	FS2 Christmas nativity play Perform songs, rhymes, poems and stories with others using music and props Group and teacher led re-enactments of narratives in front of whole class Whatever next/the way back home drama performance using child created props	In school performance/theatre Company visit

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	physical self to re-enact familiar stories/nursery rhymes			-vocal workshops				and dress up – perform for parents	
Yr1/2	<ul style="list-style-type: none"> - use improvisation and work in role to explore characters and situations. -present dramatisations to others in the class, based on work they have done. -use dialogue and physical self to re-enact familiar stories/nursery rhymes with increasing confidence - Use facial expressions to show a character's feelings, and emotions during a scenario or problem 	<ul style="list-style-type: none"> - Freeze frames -Hot seating -Paired improvisation -role play with story prompts -mime -physical theatre 	<ul style="list-style-type: none"> -convey simple information showing awareness of what the listener needs to know, using words to sequence and sustain talk. -speak clearly and audibly to a large group. -vary voice and intonation with purpose. -listen with sustained concentration to others in the class and to an adult speaking -ask relevant questions, follow instructions and remember main points -identify points of interest when listening to a story told or broadcast 	<ul style="list-style-type: none"> -Talk Partners -Babble Gabble -Glove puppets and shadow theatre -Role play -CREW 'The big question' or 'Just a minute' game -Telephone conversation game -vocal workshops 	<ul style="list-style-type: none"> -ask and answer relevant questions and suggest ideas to others -take turns as a speaker and listener when working with others -consider alternatives, agree what to do and report this to another group. -begin to establish socially acceptable responses when agreeing and disagreeing in group discussions 	<ul style="list-style-type: none"> -Think, pair, share - Rainbowing -information gap 	<ul style="list-style-type: none"> TT Rockstar Assembly Class termly assembly presentation CREW class based and whole school sessions Class based debate in small groups 	<ul style="list-style-type: none"> Key Stage 1 Christmas nativity play Class based role play performances in groups Topic based re-enactments. Great Fire of London – develop props and characters to act and perform in groups – invent new character Florence Nightingale and the Crimean war – whole class re-enactment of battle and 	<ul style="list-style-type: none"> Pantomime trip In school performance/theatre Company visit Playhouse theatre

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	-invent new characters or scenarios for effect with the audience				-contribute to CREW discussions			hospital scenes – film for parents -silent movie	
Yr3/4	-improvise dialogue and events to interpret key ideas and issues. -develop characters through movement, use of voice and facial expressions, dialogue and interaction with other characters - perform plays with increasing confidence using a script to engage the interest of an audience in school. -compare and comment constructively on the success of	-Conscience alley -Meetings -Hot seating -Thought tracking -physical theatre -mime and silent theatre	- offer opinions and reasons for views in front of group/class for a sustained amount of time. -give a clear account/explanation which is sustained and complete -use presentation techniques such as visual aids, gestures - listen attentively in discussion by following up points, agreeing or disagreeing with other speakers -demonstrate active listening by giving detailed answers and reflections, using gesture, volume and tone	-Talk Partners -Debate -Radio broadcast -Word tennis - Role play with predicaments and problems -vocal workshops -CREW 'The big question' or 'Just a minute' game	-use talk to plan and organise work in a group -participate in group work where the tasks are both speculative and practical - work in groups of different sizes, taking different roles -sustain group work over time, organising group members and resources. -contribute to CREW discussions with confidence	-Think, pair, share -Jigsaw groups - Rainbowing -information gap	TT Rockstar Assembly Class termly assembly presentation CREW class based and whole school sessions Debating sessions across yr3&4	Year 3&4 Christmas play performance Class based role play performances in groups Topic based re-enactments– e.g WW2 and the blitz/evacuation Build an Egyptian museum in the hall and invite parents to tour – chn to man the exhibition and act as museum tour guides. BLAH BLAH BLAH workshop	Theatre trip WW2 visitor BLAH BLAH BLAH theatre performance

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	different performances.				and ability to reflect on weekly topics - develop debate skills in small groups				
Yr5/6	-sustain and reflect on how different techniques for working in role help to explore complex issues, showing levels of empathy for characters and scenarios. -devise and perform a play for a specific audience, taking control over dialogue, use of physical self, props, music and staging. -develop understanding of how to act out plots, dramatising the problem, climax and resolution.	-Conscience alley -Forum theatre -Hot seating -Thought tracking -Flashbacks and flash forwards -physical theatre -mime and silent theatre	- organise and shape a talk, making connections between ideas and drawing on different points of view - use standard English and formal language appropriately -use persuasive techniques deliberately to influence the listener -use spoken language imaginatively, engaging the attention and interest of the listener -analyse and evaluate how effectively speakers use language to argue and persuade	-Debate -Radio broadcast - Role play with predicaments and problems -CREW 'The big question' or 'Just a minute' game - Role play with predicaments and problems -vocal workshops -Mr Monotone	-plan and manage work in groups with minimum supervision - understand and make use of a variety of ways to support, challenge and accept criticism -negotiate and make decisions taking account of alternatives and consequences -take different roles effectively, including leading the group	-Jigsaw groups - Envoys - Snowballing -Statements game	TT Rockstar Assembly Class termly assembly presentation CREW class based and whole school sessions Class and upper KS2 debating activities Debating competitions with other schools	Year 5&6 Christmas play performance Year 6 leavers assembly and production Class based role play performances in groups Panic room style activities in hall linked to topic e.g space. Radio/news broadcast linked to Macbeth – perform for KS2	Theatre trip Anglo Saxon visitor Macbeth performance BLAH BLAH BLAH theatre performance

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	-evaluate different aspects of a live performance, including characterisation, dramatic effects and suitability for different audiences.		-sustain listening to different sources, making their own notes		-contribute to CREW discussions, referencing other children's ideas, building upon them and offering opposing or similar views. -establish group discussion roles such as: the leader/chair, scribe, reporter, mentor, observer			Performance poetry (Playhouse) BLAH BLAH BLAH workshop	