

St Cuthbert's Catholic Primary School

Drama Long Term Plan 2024-25

(adapted from the Together for Children plan)

	Making Drama <i>Children learn to:</i>	Performing and Reflecting <i>Children learn to:</i>	Drama Conventions <i>Children learn to:</i>	Drama in writing
Key Stage 1	<p>Improvise a line of dialogue for a character in response to a prompt.</p> <p>Use drama to explore a character's feelings about an event or in a particular scenario.</p> <p>Invent dialogue for a character and try out new words that they have learnt.</p> <p>Order the events of a structured story through drama.</p> <p>Take part in group hot-seating, 1-2-1 interviews.</p> <p>Take turns in improvised or imaginary plays.</p>	<p>Perform a short scene from memory or with a very simple script.</p> <p>Experiment with changing voices to represent different emotions.</p> <p>Choose props and costumes suited to a specific character.</p> <p>Listen attentively to a short scene or a play.</p> <p>Discuss their favourite part of a performance.</p>	<p>When watching live / recorded performances, children can talk about how the set, props and sounds indicate a sense of place.</p> <p>Children can write a short conversation between two characters from a story.</p> <p>With the help of an adult, they can make simple changes to a script.</p> <p>Prompted by an adult, children can make decisions over choosing costumes for a performance and choosing real or stand-in items as props.</p>	<p>Vocabulary built during drama can be used in writing to describe a character's appearance and actions</p> <p>Use drama to rehearse sentences, including dialogue</p> <p>Children can incorporate what they have learned about a sense of place in performance to develop their story settings.</p> <p>Write a short response to a performance they have seen on screen or on stage.</p> <p>Write from the perspective of a character they have pretended to be in drama.</p> <p>Practise writing open questions after hot-seating.</p>

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Lower Key Stage 2	<p>Improvise a short scene in pairs (e.g. conversation between two characters.</p> <p>Use drama to explore a character's inner and outer feelings.</p> <p>Try out new vocabulary suitable for their age.</p> <p>Write and improvise dialogue suitable for opposing characters.</p> <p>Use drama to consider what might happen next in the story.</p> <p>Pause and reflect as the drama unfolds to speculate on what might happen next.</p> <p>Take part in freeze-frame, thought-tracking, conscience alley.</p> <p>Stay on task making sure everyone had their turn to speak.</p>	<p>Rehearse plays for presentations and school assemblies.</p> <p>Perform a short drama to the class or group.</p> <p>Be aware that body language can change how the audience sees a character.</p> <p>Adopt a suitable voice and body language to reflect a character's personality.</p> <p>Begin to select props and costumes suited to a specific genre.</p> <p>Children can watch a short scene performed by their classmates, offering praise and simple suggestions for development.</p>	<p>When watching live / recorded performances, children can comment on what the choice of costumes and props might reveal about the characters and the mood of the performance.</p> <p>Write a script a script in pairs for a scene involving two or three characters.</p> <p>Write simple scripts based on stories they know.</p> <p>Add simple stage-directions or acting clues.</p> <p>Children develop confidence to make decisions over how characters should talk, act and move for a specific role and choosing instruments and music for sound effects.</p>	<p>Write more complex characters describing the difference between their inner and outer emotions.</p> <p>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> <p>Write dialogue based on improvisations.</p> <p>Explore viewpoints through acting in role.</p> <p>Respond to a moment of tension in drama and explore emotional and sensory language.</p>

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Upper Key Stage 2	<p>Improvise a longer scene sustaining a role employing other aspects performance (e.g. body language, suspense)</p> <p>Use drama to explore the relationships between the characters.</p> <p>Write and improvise more complex dialogue that reflect a character's personality.</p> <p>Incorporate greater nuances in drama – rhythm, pace and tempo to change the rate at which the drama unfolds.</p> <p>Take part in a range of drama activities (e.g. hot-seating, freeze-framing) including tableau</p> <p>Ensure all members of a small group are able to participate and involve others through improvisation.</p>	<p>Perform a longer scene with a script.</p> <p>Role-play from stories which include social injustices and moral dilemmas in order to provoke greater emotional and intellectual reactions.</p> <p>Change the pace, pitch, intonation of their voice.</p> <p>Understand how voice and body language can create tension and communicate ideas to the audience.</p> <p>Use props and costumes effectively to signify the status of a character.</p> <p>Sensitively relate drama to real-life experiences.</p> <p>Reflect on how other children's ideas / feedback impact on their own drama.</p> <p>Identify the key moment of a story.</p>	<p>When watching live / recorded performances, children can comment on the arrangement of characters on a stage and the main differences between different performances of the same story (e.g. the play, the film, the cartoon).</p> <p>Write a script with a clear beginning middle and end.</p> <p>Adapt stories from books, film or real-life scenarios into a playscript format.</p> <p>Write short scripts for plays based on their own ideas.</p> <p>Make independent revisions to a script, including the use of stage directions and acting cues.</p> <p>Develop confidence to makes decisions over the movement of characters on stage, transitions between scenes, designing their own small performances.</p>	<p>Write collaboratively based on drama activities, i.e. write alternative accounts of the same event.</p> <p>Bring description of characters to life with details of body language, tone of voice, costumes and props.</p> <p>Develop selves as playwrights, considering how dialogue can move action forwards and create characterisation.</p> <p>Write in different viewpoints based on acting in role.</p>

Drama Curriculum – Progression of Knowledge and Skills

Nursery and Reception		
Knowledge	<ul style="list-style-type: none"> • Begin to understand the world around them, through watching others and imitating this through play eg. Playing teachers. • Create games through play, in order to develop creativity and understanding by developing a variety of ways in which to communicate. • Begin to develop communication skills when responding to others. 	
Skills	<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. 	
KS 1	Year 1	Year 2
Knowledge	<ul style="list-style-type: none"> • Share ideas and explore issues in an imagined context <i>daily in reading comprehension. - Weekly during extended writing planning and write up.</i> • Take part in a range of drama strategies including freeze frame, tableau and hot seating <i>during fairy tales, Funnybones and other stories.- Work in cross curricular activities – Baptism in RE, Advent and the Christmas Story, as well as in Liturgical Prayer and the Christmas KS1 production.</i> • Use simple props, symbols and images to represent meaning - <i>during fairy tales, Funnybones and other stories. Work in cross curricular activities – Baptism in RE, Advent and the Christmas Story, as well as in Liturgical Prayer and the Christmas KS1 production</i> • Use voice and body to create characters in an imagined way - <i>during fairy tales, Funnybones and other stories. Work in cross curricular activities – Baptism in RE, Advent and the Christmas Story, as well as in Liturgical Prayer and the Christmas KS1 production</i> • Engage in dramatic play using stories and other stimuli. <i>during fairy tales, Funnybones and other stories. Work in cross curricular activities – Baptism in RE, Advent and the Christmas Story, as well as in Liturgical Prayer and the Christmas KS1 production</i> 	<p>Devise improvised drama from a range of stimuli</p> <ul style="list-style-type: none"> • Explore the use of drama strategies to deepen the role or understanding of the situation. <i>This will be done as part of the Traditional Tales unit as the children will look at Goldilocks in particular.</i> • Select appropriate props, symbols and images to represent meaning and understand their effect. <i>Children link this to RE as they act out a Baptism with the correct props and words.</i> • Choose vocabulary and movement to match the person, place and time required by the story or situation. <i>The children will have the opportunity to stage their own performance as part of Helicopter Stories.</i> • Explore the structure of storytelling in dramatic form, showing some awareness of audience. <i>The children will act out their Christmas performance for their families.</i>
Skills	<ul style="list-style-type: none"> • Think clearly about a variety of situations and use drama to make sense of them - <i>during story discussion, story planning and</i> 	<ul style="list-style-type: none"> • Express meaning and attitude through issue-based drama e.g. bullying. <i>This will be developed through the Traditional Tales topic.</i>

	<p>writing. <i>In RE for Baptism, Advent, Lent, Christmas, Eaaster and the stories from the Bible.</i></p> <ul style="list-style-type: none"> • Begin to discuss their work and that of others both in and out of role – <i>in reading comprehension, planning story/extended pieces of writing. Paired and group discussions and planning. Peer assessment.</i> • Understand the difference between pretence and reality within specific contexts – <i>within English lessons – reading and grammar work</i> • Talk about their choice of voice, movement, gesture, facial expression and appropriateness to character – <i>planning out a dramatic interpretation of a story, during Helicopter Stories.</i> 	<ul style="list-style-type: none"> • Reflect upon the meaning and understanding of their work and that of others, both in and out of role. <i>The children will have an opportunity to give constructive criticism of the drama presentations within the Traditional Tales topic.</i> • Discuss their own work and the work of others, showing understanding of different drama forms e.g. the way the story is told, the characters portrayed and the themes depicted. <i>This will be developed during the Traditional Tales topic.</i> • Reflect upon their choice of voice, movement, gesture and facial expression. <i>This will be covered when the children complete the Helicopter Stories project.</i>
LKS2	Year 3	Year 4
Knowledge	<ul style="list-style-type: none"> • Structure improvised drama to help make meaning in a variety of situations - <i>This will be taught using drama strategy such as ‘hotseating’, where a character is played by a child and interviewed by the rest of the group to recount a specific event, explore motivation and multiple perspectives/experiences related to a theme, topic, event, or idea within a story.</i> • Use a range of drama strategies to explore and develop characters in different contexts - <i>This will be explored via acting out the individual character’s roles from Voices in the Park.</i> • Explore and negotiate a range of approaches to represent meaning • Build a character with appropriate control over movement and voice - <i>Eg, Act out a scene, imagining that you are a policeman interviewing Barney about the robbery in Stig of the Dump.</i> • Use simple scripts, demonstrating an understanding of some theatre conventions e.g. stage directions. <i>This will be taught through Ancient Greeks History topic, learning about theatre as a major part of the Greek culture and a favorite form of entertainment. Children will act out a play as part of a festival to the Greek god Dionysus.</i> 	<ul style="list-style-type: none"> • Use structured improvisation to explore and interpret ideas, issues and relationships in their drama work. <i>All children will be provided with opportunities to discuss and share thoughts and ideas across various subjects,.</i> • Explore a variety of dramatic strategies to select appropriate forms. <i>Children will become confident in a range of strategies and become involved in planning the appropriate forms with the ability to explain and understand their reasoning for chosen approach.</i> <ul style="list-style-type: none"> • Select and use a wide range of approaches to develop meaning and understanding. <i>Children will be able to explore the different skills of a wide range of approaches which will provide them with the skills, understanding and experience in line with the appropriate forms.</i> • Sustain a defined character using appropriate voice, movement, gesture and facial expression. <i>Children will be provided with a multitude of opportunities to re-enact scenes, freeze frames and use play scripts.</i> • Create a short script based on devised work. <i>Vhildren will be provided with multiple opportunities across the year in contributing to the planning and the presenting of whole school liturgical prayers.</i>
Skills	<ul style="list-style-type: none"> • Describe how drama challenged their understanding of an issue or a theme. <i>Children to compare reading a story, acting it</i> 	<ul style="list-style-type: none"> • Comment on the effective use of drama in exploring and interpreting an issue or theme. <i>Children act out scenes with various focus’ and topics. E.g. R.E.; English; History, etc. and be provided the opportunity to discuss their thoughts behind this.</i>

	<p>out and films and discuss how they think differently about each one.</p> <ul style="list-style-type: none"> • Reflect on and begin to evaluate their own and others' work, suggesting improvements and using correct basic theatre terminology. Children to create short discussions/plays and give likes and dislikes. • Comment on the effectiveness of their structuring of dramatic sequences. Use literacy shed plus videos to look at sequencing. • Begin to evaluate the appropriateness of their use of voice, movement, gesture and facial expression. Through liturgical prayer, nativity and speech and language activities, children to look at movement, intonation and gesturing to enhance performance. 	<ul style="list-style-type: none"> • Evaluate their own and others' work. Children will be provided with opportunities to share their work with others across all subjects. E.g. opportunities to research and present their work to their peers (individually/in groups) discussing, debating and contrasting their findings. • Explain how and why they have developed a role as a result of exploring different dramatic approaches. Children will be able to look at, present and evaluate various dramatic approaches. They will discuss and evaluate the impact to gain a deeper understanding of the most effective. • Evaluate the appropriateness of their use of voice, movement, gesture and facial expression in a defined role. Children will look at various classical works and play scripts, discuss and share ideas of mood and atmosphere before acting out scenes. • Evaluate the effectiveness of the use of language and theatre conventions in scripts. Children will evaluate various play scripts and be provided with the opportunity to re-write and re-act them.
UKS2	Year 5	Year 6
Knowledge	<ul style="list-style-type: none"> • Use drama in an original way to explore and present meaning to a chosen audience. This will be done via school performances such as the Christmas Nativity. In addition children will present assemblies to the rest of the school based on topics covered in History and Geography • Select and use appropriate strategies and forms to structure effective dramatic outcomes Children to be given autonomy when designing and deciding how best to present topics to their peers. • Make meaning independently and in groups using appropriate dramatic approaches • Adopt and sustain a range of roles using appropriate voice, movement, gesture and facial expression Through the curriculum children will be able to act out various circumstances, such as debates in History – Anglo Saxon / Viking Invasions • Create scripts based on devised work using appropriate theatre conventions. In PSHE and ICT Children can plan scripts – Puberty talks and discussions about Internet safety. 	<ul style="list-style-type: none"> • Create performances for different audiences and purposes using various genres, styles and traditions – This will be done via school performances such as the Christmas Nativity and Stations of the Cross. In addition children will present assemblies to the rest of the school based on topics covered in History and Geography. • Make considered use of strategies and forms to experiment with dramatic outcome – Children to be given autonomy when designing and deciding how best to present topics to their peers. • Explore how different dramatic approaches change meaning – Children will take part in Play in a Day and look at different dramatic skills, through various productions they will be able to explore different skills. • Adopt a range of roles taking account of purpose and audience – Through the curriculum children will be able to act out various circumstances, such as a trial in Geography to a recount in RE. • Create scripts based on more complex situations reflecting a range of feelings and points of view – In PSHE and ICT Children can plan scripts on age appropriate subjects to address complex situations and enhance discussions.

<p>Skills</p>	<ul style="list-style-type: none"> • Evaluate the effectiveness of drama in exploring a range of issues • Use their knowledge of dramatic contexts to evaluate their own and others' work <i>During rehearsals and after Christmas play performance, children to evaluate themselves and feedback on each other performance saying what they like and how they feel improvement can be made.</i> • Justify their choice of approaches in creating a role • Evaluate the appropriateness of their use of voice, movement, gesture and facial expression in a range of roles . <i>Evaluating during and fter Christmas performance.</i> • Evaluate the effectiveness of the use of script for a chosen audience. <i>Linking with Christmas Production.</i> 	<ul style="list-style-type: none"> • Analyse the effectiveness of drama in exploring complex issues – <i>to look at adverts around ICT and PSHE issues and look at how drama can help express these situations and discuss.</i> • Analyse their own and others' work making connections with a range of genres – <i>children to evaluate themselves and feedback on each other performance saying what they like and how they feel improvement can be made.</i> • Analyse how their own and others' interpretation of character changes meaning - <i>children to evaluate themselves and feedback on each other performance saying what they like and how they feel improvement can be made.</i> • Analyse the effectiveness of the use of script for a chosen audience.- <i>Children to have discussion on whether they think scripts are right for the purpose they have been produced.</i> <p><i>Evaluate the effect of the use of voice, movement, gesture and facial expression in a range of roles taking account of purpose and audience – Children will do this throughout their drama activities as the develop their acting skills and learn to captivate their audience.</i></p>
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