



# Drama



Core Concepts/Year Group	Ambitions <i>Aspiring</i>	Oracy and Vocabulary <i>Creative</i>	Etiquette <i>Outstanding</i>	Integrity <i>Resilient</i>	Morals and Ethics <i>Noble</i>	Pride <i>Successful</i>
<p style="text-align: center; font-size: 48px; font-weight: bold;">5</p>	<ul style="list-style-type: none"> <li>Present work to peers in lesson</li> <li>Model drama techniques with teacher / pupil See examples of appropriate drama on internet, film or TV</li> <li>Drama Clubs</li> <li>School production</li> <li>External performing arts activities</li> <li>Theatre Trips</li> <li>Presenting fairy story as a class</li> <li>Be a good audience When teacher &amp; pupil model role play situation</li> <li>Watch film clips of Romeo &amp; Juliet prologue</li> </ul>	<ul style="list-style-type: none"> <li>Drama specific language</li> <li>Devising drama with others</li> <li>Discuss issues</li> <li>Verbal evaluations</li> <li>Scripted drama</li> <li>Role-play</li> <li>Group work</li> <li>Learnt lines</li> <li>Verbal drama games</li> <li>Romeo &amp; Juliet prologue</li> <li>Drama Trunk Fairy Story</li> </ul>	<ul style="list-style-type: none"> <li>Good drama practice, routines, habits, methods of working</li> <li>Working with peers cooperatively</li> <li>Respect each other, environment, equipment (folders)</li> <li>Being a good audience.</li> <li>How to give feedback positively and constructively</li> <li>Take drama seriously and sensibly</li> <li>Drama skills &amp; conventions</li> <li>Drama games</li> <li>Sequencing</li> <li>Role of director or leader</li> <li>Laban's effort actions</li> </ul>	<ul style="list-style-type: none"> <li>Sincerity, empathy, respect as audience for peers when performing</li> <li>Consideration Cooperation, respect when rehearsing with others</li> <li>Serious &amp; sensible behaviour</li> <li>Consideration when completing evaluation</li> <li>Engender sense of trust respect of others space through drama exercises</li> <li>Two star and a wish evaluation</li> <li>positive &amp; constructive methods to improve</li> </ul>	<p>Fairness, kindness, Consideration, Cooperation, sensitivity, when working with others Respect and value others, environment and resources. Stories and themes with moral message</p> <ul style="list-style-type: none"> <li>Fairy story with moral/ message</li> <li>Listening, sharing</li> </ul> <p>Good audience</p>	<p>Presentation to peers, staff, parents Folders, written evaluations Opportunity to perform in school and outside within community dance drama institutions Community events carnival, theatre, Cheese and Grain Whole school productions</p> <p>Christmas productions</p>

6	<ul style="list-style-type: none"> <li>• Watch "Oakfield says no to bullying" a School made film.</li> </ul>	<ul style="list-style-type: none"> <li>• antibullying storyboard presentation</li> <li>• voice</li> <li>• Greek Myth Minotaur,</li> <li>• Echo &amp; Narcissus</li> </ul>	<ul style="list-style-type: none"> <li>• Drama conventions: Voice in the head &amp; Circle time</li> <li>• Choreography</li> <li>• Sequencing of dance</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting others opinions and experiences through circle time and discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative justice</li> <li>• Fairness honesty</li> <li>• Perpetrator &amp; victim</li> </ul>	<ul style="list-style-type: none"> <li>• Dance drama to sea shanty "What shall we do with the drunken sailor"</li> </ul>
7	<ul style="list-style-type: none"> <li>• Watch film A series of Unfortunate events – A take on the Gothic Victorian melodrama</li> </ul>	<ul style="list-style-type: none"> <li>• Tempest Shakespeare's language</li> <li>• Alphabet Melodrama</li> <li>• Group devised fantasy fiction adventure using convention of The aside</li> </ul>	<ul style="list-style-type: none"> <li>• Staging a presentation</li> <li>• Learning lines</li> <li>• Considering audience</li> <li>• Audience etiquette</li> <li>• Melodramatic acting; the attitudes, diorama/tableaux</li> </ul>	<ul style="list-style-type: none"> <li>• Stock characters lack of emotional integrity</li> </ul>	<ul style="list-style-type: none"> <li>• Victorian social history and values</li> <li>• Victorian class and society reflected in Victorian theatre and entertainment And Victorian melodrama</li> </ul>	<ul style="list-style-type: none"> <li>• Present The Tempest in ten actions</li> <li>• Group devised fantasy adventure</li> <li>• Present Victorian Alphabet Melodrama</li> </ul>
8	<ul style="list-style-type: none"> <li>• Watch animated Canterbury tales</li> <li>• Film clips of different interpretations WW1 – Christmas Truce</li> </ul>	<ul style="list-style-type: none"> <li>• Consider structure and language of The Canterbury tales</li> <li>• WW1 poetry</li> <li>• Short play scripted drama project..</li> </ul>	<ul style="list-style-type: none"> <li>• Ritual formal ceremonial presentation</li> <li>• Presentation and rehearsal of variety of group plays</li> </ul>	<ul style="list-style-type: none"> <li>• Remembrance Day</li> <li>• Christmas Truce</li> <li>• Consequences, social issues</li> </ul>	<ul style="list-style-type: none"> <li>• Morals religious beliefs of Chaucer's characters</li> <li>• Ww1 Christmas Truce – conversing with the enemy.</li> <li>• Social and moral dilemma based devised improvised drama</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of pardoner's Tale</li> <li>• Remember Ceremony</li> <li>• Christmas Truce</li> <li>• Social moral Devised group Drama</li> <li>• Short play scripted drama project</li> </ul>

\*Highlighted aspects are covered in both KS2 and KS3 of the drama curriculum