



RADDLEBARN PRIMARY SCHOOL PROGRESSION IN DRAMA



| Year Group | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Resources |
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| Area of Study | | | | | | | | | |
| Creating | | | | | | | | | |
| Exploring | <p>Choose ways to do things.</p> <p>Make decisions about how to approach a task.</p> | <p>Check how well their strategies are going.</p> <p>Change strategy as needed.</p> | <p>Take part in a wide range of 'pretend' activities.</p> | <p>Take part in a range of drama activities.</p> <p>Work in small or large groups.</p> | <p>Work in role using drama techniques to explore stories or issues.</p> | <p>Work confidently in role using drama techniques to explore stories or issues.</p> | <p>Work in groups using a range of drama techniques.</p> <p>Begin exploring hopes, fears and desires through drama.</p> | <p>Work confidently in groups using a widening range of drama techniques.</p> <p>Explore hopes, fears and desires through drama.</p> | |
| Devising and Shaping | <p>Create simple representations of familiar events, people and objects.</p> <p>Initiate combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> | <p>Create simple representations of events, people and objects.</p> <p>Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> | <p>Explore their own situations and well-known stories through imaginative improvisation and role play.</p> <p>Pretend to be a character.</p> <p>Demonstrate emotion through action and language.</p> <p>Explore familiar themes and characters.</p> | <p>Use simple theatre devices/techniques (e.g. narration, still image).</p> <p>Use the dialogue in existing texts as well as create their own.</p> <p>Consider alternative course of action.</p> | <p>Devise a play from different stimuli.</p> <p>Begin to choose vocabulary and movement to match the person, place and time required by their story or situation.</p> <p>Select appropriate lighting or simple symbolic props, sets or costumes.</p> <p>Present events and characters through dialogue.</p> <p>Develop scripts based</p> | <p>Devise a play from a range of stimuli.</p> <p>Choose vocabulary and movement to match the person, place and time required by their story or situation.</p> <p>Select appropriate lighting or simple symbolic props, sets or costumes, and understand their effect.</p> <p>Present events and characters confidently through dialogue.</p> | <p>Explore situations and devise dramas for a purpose.</p> <p>Plan and structure plays that make use of techniques and forms to express their ideas, e.g. narration in story theatre, mask work, and mime in physical theatre.</p> <p>Write and perform their own simple scripts.</p> <p>Demonstrate an understanding of some correct theatre conventions.</p> | <p>Explore situations and devise dramas for different purposes.</p> <p>Plan and structure plays that make use of a range of techniques and forms to express their ideas, e.g. narration in story theatre, mask work, and mime in physical theatre.</p> <p>Write and perform their own scripts.</p> <p>Demonstrate an understanding of more theatre conventions.</p> | |

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| | | | | | on improvisation. | Develop scripts based on a wider range of improvisation opportunities. | | | |
| Interpreting | Represent some ideas, thoughts and feelings through role play and stories with support. | Represent ideas, thoughts and feelings through role play and stories. | Respond to other characters in role. | Explore problems in an imagined world and make up plays from stories or other stimuli. | Respond to the use of drama techniques to deepen their role or understanding of the situation (e.g. hot seating). Through roleplay, show how behavior can be interpreted from different viewpoints. | Respond to the use of a wider range of drama techniques to deepen their role or understanding of the situation. Create roles showing how behavior can be interpreted from different viewpoints. | Establish a character, with some control over movement and voice. With support, interpret the work of playwrights. | Establish a character, with control over movement and voice. Actively interpret the work of playwrights. | |
| Presenting | | | | | | | | | |
| Rehearsing | Begin to persist with an activity when challenges occur. | Persist with an activity when challenges occur. | Begin to recognize the need to practise their plays to make them better. | Prepare and learn a few lines in their plays. | Collaborate to produce a piece of theatre that "flows". | Collaborate to produce a piece of theatre that "flows" without interruption. | Learn some lines, collaborate with a partner and organise simple presentations. | Learn lines, collaborate with others (inc a small group) and organise simple presentations. | |
| Performing and Producing | Begin to act out experiences with other people. With support, introduce a storyline or narrative into their play. | Act out experiences with other people. Introduce a storyline or narrative into their play. | Understand the difference between rehearsal and performance. Give performances a more formal status. | Add simple theatrical effects such as sound effect or significant prop to enhance the work they perform to others. | As part of a group, learn lines and share the different functions needed to present the play, e.g. making/using props effectively, creating sound effects or operating simple lighting effects, e.g. with torch light. | Communicate their work as part of a group, learn lines and share the different functions needed to present the play, e.g. making/using props effectively, creating sound effects or operating simple lighting effects, e.g. with torch light. | With guidance, operate a range of simple theatre technologies to create the right space for their drama and to enhance their work. Perform a short scripted scene using dramatic conventions. | Select and operate a range of simple theatre technologies to create the right space for their drama and to enhance their work. Perform a scripted scene using dramatic conventions. | |

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| Character | Represent their experiences in play. Take on a role in their play. | Represent a wider range of experiences in play. Confidently take on a role in their play. | Take turns speaking their parts and, in small groups, act out familiar stories, which they can communicate to friends. Begin to use different voices for different characters. | Use their voices and bodies to create characters and atmospheres, employing language appropriate to the role or character, e.g. | Act out some improvised dramas and existing scripts, beginning to create characters that are different from themselves, and starting to experiment with voice, gesture, costumes and staging. | Act out improvised dramas and existing scripts, creating characters that are clearly different from themselves, and experiment with voice, gesture, costumes and staging. | Begin to experiment with their voices and movement, to create or present different characters in performance to wider range of audiences. | Experiment with their voices and movement, to create or present different characters in performance to wider range of audiences. | |
| Audience | Begin to "perform" through some play-based activities (e.g. puppet show for friends). | Begin to "perform" through a wider range of play-based activities (e.g. puppet show for friends). | Work with others to present, e.g. a puppet play. Participate in whole class dramas. | Adopt a more 'formal' tone when the situation requires it. Perform independent work for peers/ members of own class. | Beginning to understand the different ways to make things clear to an audience. | Understand the different ways to make things clear to an audience. | Beginning to understand the need to adapt when performing o different types of audience. | Understand the need to adapt when performing o different types of audience. | |
| Responding | | | | | | | | | |
| Genre | Begin to understand the difference between pretend and not pretend. | Understand clearly the difference between pretend and not pretend. | Demonstrate their knowledge of the key differences between a play and a story. | Recognise different kinds of dramas, e.g. a television 'soap' and their own 'fantasy' play. | Discuss their work and the work of others, showing some understanding of different forms and making use of some specialist terms, e.g. Pantomime, melodrama and shadow puppets. | Discuss their work and the work of others, showing an increased understanding of different forms and making use of some specialist terms, e.g. Pantomime, melodrama and shadow puppets. | Begins to have an awareness of some theatre traditions from different times and places e.g. Kathakali dance drama, Greek or Tudor theatre. Begins to use and recognise the impact of theatrical effects in drama. | Demonstrate an awareness of some theatre traditions from different times and places e.g. Kathakali dance drama, Greek or Tudor theatre. Use and recognise the impact of theatrical effects in drama. | |
| Understanding | With support, continuing or extending play by responding in role or talking about it. | Continuing or extending play by responding in role or talking about it. | Reflect on the situation or character both in and out of role. | Make simple connections between the dramas they experience and their own lives. | Reflect on the action taken by characters in the drama. | Reflect on the action taken by characters in the drama and consider alternative responses. | Discuss the themes or issues in the drama. | Discuss the themes or issues in the drama and the way they were presented. | |

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| Evaluating | With support, review how well an approach worked. | Review how well an approach worked more independently. | Explain in simple terms why they liked a performance or paint a picture of their favourite character. | Talk about why they made certain decisions in their play and discuss how their work, and that of others, could be improved by more practice or better staging. | Both in and out of role, comment on the drama and suggest ways of improving it. Begin to discuss how elements are added to the drama such as gesture, action, costume. | Both in and out of role, comment thoughtfully on the drama and suggest ways of improving it. Discuss how elements are added to the drama such as gesture, action, costume. | With support, reflect on how working in role helps to explore complex issues. Reflect on and evaluate their own and other pupils' work, suggest improvements and begin to use correct basic theatre terminology. | Reflect on how working in role helps to explore complex issues more independently. Reflect on and evaluate their own and other pupils' work, suggest improvements and use correct basic theatre terminology. | |
| Stagecraft/Applying Knowledge | Know some simple performance conventions, such as performing to an audience. | Know some simple performance conventions, such as performing to an audience, understanding a character that is not yourself. | Say why they adopted a particular movement or voice when they talk about their drama work. | Explain in simple terms how mood and atmosphere are created in live or recorded performance. | With support, understand how meaning can be shown through the simple use of imagery. Begin to discuss effects and how they are achieved. | Understand how meaning can be shown through the simple use of symbol, metaphor or imagery e.g. using height and distance to indicate status and relationships. Discuss effects and how they are achieved. | Begin to comment on the impact of intended effects in drama e.g. the use of silence. Begins to consider the overall impact of live or recorded performance. | Comment on the impact of intended effects in drama e.g. the use of silence. Consider the overall impact of live or recorded performance. | |