

Drama Primary Curriculum Breath of Study & Curriculum Cycles.

When teaching children to participate in performance:

- **Developing Characters**- develop characters through movement, use of voice and facial expressions, dialogue and interaction with other characters;
- **Using Space and Props**- use space and grouping, props and different ways to adapt to an audience;
- **Creating Dramatic Effects**- create dramatic effects through music, lighting, sounds, costume, make-up and scenery;
- **Plots- Problems, Climax and Resolution**- develop understanding of how to act out plots, dramatising the problem, climax and resolution;
- **Plays for Performance**- provide opportunities for rehearsing, polishing and presenting plays for performance.

When reflecting on work in progress as well as evaluating at the end:

- **Dramatic Language**- use appropriate technical vocabulary;
- **Meaning and Emotion**- encourage discussion of the meaning of the drama and how this is created in speech and action;
- **Making Dramatic Comparisons**- prompt comparisons of dramas on a similar theme, contrasting dramatisations of stories or events with original texts or recounts.

Extend children's understanding of drama by:

- **Understanding Performance**- going to live performances and viewing a range of plays on screen;
- **Drama detectives**- talking about how theatrical effects are achieved;
- **Adverts and reviews**- collecting and considering reviews, programme notes and advertisements and relating these to what they have seen.

To develop their skills in drama, children need to learn to:

- **Improvisation**- improvise and work in role, creating and sustaining roles both individually and when working with others;
- **Script and Performance**- script and perform plays and stories using language and actions to express and convey situations, characters and emotions;
- **Responding to performance**- respond to their own and others' performances, commenting constructively on dramatic effects, characterisation and overall impact.

<https://dramaresource.com/drama-teaching-tips/>

<https://dramaresource.com/drama-strategies/>

<https://dramaresource.com/drama-in-the-national-curriculum/>

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Drama	Me and My Body		Rubbish		Transport	
Semi-formal curriculum	Route 1- Drama Related Activity (interactive drama games, interactive movement games, interactive sound games.)		Route 2- Early Drama- (Rituals, Sensory Make-believe, Prescribed drama structures.)		Route 3- Open Ended Drama (Drama for Real Life, Drama from a Story, Drama from TV or Film).	
Formal	Developing Characters	Creating Dramatic Effects	Using Space and Props	Plots- Problems, Climax and Resolution	Improvisation	Understanding Performance -Adverts and reviews

Cycle 2 – Primary

Drama	Food and Drink		Hobbies and Interests		Me and My Community	
Semi-formal curriculum	Route 1- Drama Related Activity (interactive drama games, interactive movement games, interactive sound games.)		Route 4- Creating Theatre (Becoming Playwrites)		Route 2- Early Drama- (Rituals, Sensory Make-believe, Prescribed drama structures.)	
Formal	Responding to performance	Using Space and Props	Script Performance	and Plays for Performance	Meaning and Emotion	Dramatic Language

Cycle 3 – Primary

Drama	Light and Sound		Seasons and Weather		Home and Habitats	
Semi-formal curriculum	Route 1- Drama Related Activity (interactive drama games, interactive movement games, interactive sound games.)		Route 3- Open Ended Drama (Drama for Real Life, Drama from a Story, Drama from TV or Film).		Route 4- Creating Theatre (Becoming Playwrites)	
Formal	Drama detectives	Creating Dramatic Effects	Responding to performance	Making Dramatic Comparisons	Improvisation	Script and Performance

Cycle 4 – Primary

Drama	How Things Work		Animals		Water	
Semi-formal curriculum	Route 3- Open Ended Drama (Drama for Real Life, Drama from a Story, Drama from TV or Film).		Route 2- Early Drama- (Rituals, Sensory Make-believe, Prescribed drama structures.)		Route 1- Drama Related Activity (interactive drama games, interactive movement games, interactive sound games.)	
Formal	Plots- Problems, Climax and Resolution	Developing Characters	Using Space and Props	Improvisation	Creating Dramatic Effects	Meaning and Emotion

Cycle 5 – Primary

Drama	People and Places		The Future		Journeys	
Semi-formal curriculum	Route 2- Early Drama- (Rituals, Sensory Make-believe, Prescribed drama structures.)		Route 4- Creating Theatre (Becoming Playwrites)		Route 3- Open Ended Drama (Drama for Real Life, Drama from a Story, Drama from TV or Film).	
Formal	Responding to performance	Making Dramatic Comparisons	Developing Characters	Script and Performance	Drama detectives	Improvisation

Cycle 6 – Primary

Drama	Making Choices		Space and Time		My Health	
Semi-formal curriculum	Route 4- Creating Theatre (Becoming Playwrites)		Route 1- Drama Related Activity (interactive drama games, interactive movement games, interactive sound games.)		Route 2- Early Drama- (Rituals, Sensory Make-believe, Prescribed drama structures.)	
Formal	Plots- Problems, Climax and Resolution	Using Space and Props	Adverts and reviews	Creating Dramatic Effects	Meaning and Emotion	Understanding Performance