

# Drama

	Michaelmas Term		Lent Term	Trinity Term	
Prep Three	<p>Introduction to core drama skills and concepts: Freeze frames, facial expressions, body language, and vocal skills. To create an enjoyment and love of drama.</p>	<p>Develop confidence with speaking in front of others.</p> <p>Develop a range of physical skills and techniques e.g. movement, body language</p>	<p><b>Public speaking</b></p> <p>Throughout the Lent term there will be a focus on supporting the children with developing their own speeches.</p> <p>In lower KS2 this may take the form of performing a poem and in upper KS2, children will write a speech on a topic of their choice Skills developed will include but not be limited to the following:</p> <ul style="list-style-type: none"> <li>• Effective means of communication</li> <li>• Eye contact</li> <li>• Listening and questioning skills as an audience</li> <li>• Giving a taking constructive criticism</li> </ul>	<p>Develop an understanding of and confidence with improvisation.</p> <p>Develop a range of physical skills and techniques e.g. facial expression; eye contact, listening</p>	<p>Develop confidence performing as another character.</p>
Prep Four	<p>Visualisation Working together – as a pair followed by small teams Devising and evaluation</p>	<p>Physical theatre: Mime. Status. ... Stance. ... Movement. ... Gesture. ... Proximity</p>		<p>Introduction and exploration of dramatic conventions which will then be built upon in Prep Five and Six:</p> <ul style="list-style-type: none"> <li>• slow motion</li> <li>• soliloquy (a solo speech by an actor that gives an insight into what they are thinking)</li> <li>• adding narration</li> </ul>	

			<ul style="list-style-type: none"> <li>• How to hold the interest of an audience</li> <li>• Intonation of voice</li> <li>• Awareness and use of body language/props/non-verbal cues to support speech.</li> </ul>	<ul style="list-style-type: none"> <li>• use of an 'aside' (when a character directly addresses the audience to comment within a scene)</li> <li>• breaking into song (as in Musical theatre)</li> <li>• using a chorus to comment upon the action</li> <li>• splitting the stage so that different spaces represent different locations</li> <li>• using placards (signs) to give additional information to the audience</li> <li>• split role or multi-role</li> <li>• using music to underscore the drama</li> </ul>
Prep Five	<p>Develop understanding of scripts: Stage directions, the spoken parts, layout etc</p> <p>Develop confidence with reading a script.</p>	<p>Evaluation of film acting</p> <p>Dictation and clarity</p> <p>Working together to create short films linked to key themes in the pastoral programme.</p>		<p>learn how to commit short parts of dialogue to memory for devised performances within class.</p> <p>Self-evaluate performance</p> <p>Give and take constructive criticism.</p> <p>Individual character work 'understanding our type'</p>

				<p>Effect of location change/time of day/other characters in a scene</p> <p>Creating tension</p> <p>Antagonist vs protagonist</p>
Prep Six	<p>Links made to World War Two study.</p> <p>War poetry performed and memorised.</p> <p>Hot seating used to explore different important people in history giving the opportunity to discuss and talk about emotions and empathise.</p> <p>Links made to World War Two study.</p> <p>War poetry performed and memorised.</p> <p>Hot seating used to explore different important people in history giving the opportunity to discuss and talk about emotions and empathise.</p>		<p>Learn how to commit longer parts of dialogue to memory for devised performances to school and parents.</p> <p>Working together – as a pair/small teams/large groups</p>	<p><b>Prep 6 Production focus</b></p>
<p><b>Drama is an important part of the curriculum, where Speaking and Listening objectives from the national curriculum are tackled and extended and opportunities for the children to express themselves with comfort and confidence are provided.</b></p> <p><b>Drama games, group work, physical theatre and improvisation are all ways in which the children are given the opportunity to develop their skills and improve their confidence.</b></p> <p><b>Teachers will use opportunities to make meaningful cross-curricular links, for example, characters studied during History lessons may be explored, and issues surrounding current affairs/our planet will be brought to life at an age-appropriate level.</b></p> <p><b>(In Prep Six the public speaking that takes place in the Lent term may be linked in with the children’s PSPQ topic of choice)</b></p>				