

Drama

Skills and Techniques

Drama can be explicitly taught in its own right and can also be used as a tool for understanding in subjects across the curriculum.

Skills (I can...)	Drama Techniques
Foundation Stage	
Use language to recreate roles and experiences	Daily through continuous provision. Other ideas: bags and boxes (objects in a bag or box are used to support storytelling and to stimulate creative or narrative skills). Story spoon puppetry. Object puppetry. Shadow puppetry. Complete the image, then develop simple thought tapping (one word to describe what their character is feeling) Ten-second objects to explore any theme. Still images from different parts of a story.
Year 1	
Explore familiar themes and characters through improvisation and role play	Role on the wall. Character hot-seating. Simple tableaux to illustrate parts of a story. Thought tapping. Mime. Mime games- 'what are you doing?' Game - 'Whoosh!' (a quick and interactive way of teaching a story plot/parts of a plot, to children of all ages.
Act out stories using different voices to show characters	Telephone Conversations in pairs, (speaking in role as specific characters) Story-telling techniques which include the use of voice (words and sound effects) and facial expression. Game- 'Good afternoon your majesty' (disguise own voice) Puppet theatre. Object puppetry- using inanimate objects to create a character.
Talk about why I like a performance	Circle time to promote what they liked about a performance. Can they express how they feel using facial expressions? Encourage children to think about their bodies as a prop, a tool to express how they feel without words.
Year 2	
Adopt different roles in small and large groups.	Create tableaux to develop characterisation, narrative and atmosphere.
Consider alternative courses of action.	Thought-tapping, flash-back and flash-forward enabling the exploration of characters' motivations and the consequences of their actions. Conscience Alley – can be used to explore any dilemma faced by a character and alternative courses of action
Talk about how mood and atmosphere are created in recorded performances.	Soundscapes- can relate to any theme or piece of art work. Visualisation (children close their eyes to visualise images, stories and places while listening to narration, storytelling, poetry or music). Use pictures of a dramatic scene, e.g. Great Fire of

<p>Present parts of traditional stories, own stories or work from different parts of the curriculum, to my class.</p>	<p>London. In groups children create a piece of music to represent characters (people, rats) or parts of the scene (fire). Create a group performance.</p> <p>. Develop storytelling techniques to include rhythm, elaboration, exaggeration to promote engagement with the audience. Games to develop story-telling techniques '<i>One-word story circle</i>', '<i>Ailments</i>,' '<i>Super-sized stories</i>,' '<i>Wally's Wallet</i>,' '<i>Hilari-tales</i>.' (Each easily adapted to suit any age key stage)</p>
<p>Year 3</p>	
<p>Present events and characters through dialogue to engage the interest of an audience.</p> <p>Identify and discuss qualities of others' performances, such as gesture, action and costume.</p> <p>Use some drama strategies to explore stories or issues.</p>	<p>Sculpting, (model each other into shapes to represent characters or objects). Use thought-tapping to speak the thoughts of the characters created. Creating tableaux's. Thought tracking, flashback and flash forwards. Use of story-boards to order and sequence events. Game- 'Lead with your... ' (a physicalisation strategy used as a platform to develop characters and dialogue). Easily adapted to suit each key stage.</p> <p>Mime techniques- develop their own physical movement within a performance, in order to identify these qualities in others. Mirror exercise in pairs. Read part of a story and ask children to mime what they think happens next. Discuss what makes a good still image (levels, proxemics, facial expressions, body language) Explore status, play the status game using a pack of cards. The Drama Medium-the different ways in which dramatic meaning is communicated to an audience. How are costumes used in a performance to add dramatic effect?</p> <p>Conscience alley (easily adaptable for each key stage). Meetings, (an improvised gathering held in role to discuss views about a problem and suggestions on how it can be solved) Forum theatre (a scene is enacted and watched by the rest of the group. At any point in the drama, observers can stop the action to ask for help, or to refocus the drama, helping to develop ideas) Suitable for KS2 as the audience need to watch and listen carefully , be ready to get involved and give and receive feedback on each other's work in a constructive way.</p>
<p>Year 4</p>	
<p>Comment constructively on plays and performances, discussing effects and how they are achieved.</p>	<p>Focus-The Elements of Drama (the different parts of a dramatic performance) Use prompts/questions to explore how plot and action work-how is the play divided up structurally by the playwright? Who are the main characters at the centre of the story and who are the secondary characters? What is the main-action or plot? How is the plot</p>

	revealed? When and where does most of the action take place? How quickly does the plot progress? Where are the turning points, resolutions? What effect would the action have on an audience? Does the playwright use dramatic irony? Explore and develop through drama techniques for KS2 above.
Develop scripts based on improvisations	Improvisation games – create an improvisation predicting what will happen next in a story, what happened immediately before? Devise parallel scenes that could have taken place while the main story was happening. Continue an improvisation from a starting sentence such as, “Quick, hide, somebody’s coming.” Tell a fairy-tail in a minute. Bus-stop banter! Speed-scene- a fast paced team game in which everyone contributes to a super-speedy spontaneous scenario.
Create roles showing how behaviours can be interpreted from different viewpoints.	Where do you stand? (children express their views by choosing where to stand on a line representing a continuum of opinions) developing confidence and the ability to give reasons for their choices, stand up for what they believe, rather than following the crowd. Conscience alley. Meetings. Forum theatre.
Year 5	
Perform a scripted scene making use of dramatic conventions.	Focus on teaching skills from the elements of drama, such as action, plot and content, climax and anti-climax, characterisation, rhythm, pace and tempo and use these in their own performance.
Reflect on how working in role helps to explore complex ideas.	Build on and develop techniques above. Develop characterisation. Hot-seating- through more complex and probing questioning children develop more empathy for a character. Developing their own characters- how would my character move? How would my character speak and use their voice, pace, tone and what effect is this having? What are my character’s motives? Who are they connected to? Does my character speak differently when they are with different people? What status does my character hold? Commedia dell’ arte – explore the history of these stock characters as a tool to develop their own characterisation.
Use and recognise the impact of theatrical effects in drama.	Focus-The drama medium. Discuss the different ways in which dramatic meaning is communicated to an audience. These include the use of costume, masks, sound and music, lighting, space and levels, set and props, movement, mime and gesture, voice, spoken language. Explore through the drama techniques above. Use of Trestle Mask set to explore performing without words. Rules for mask work. Devise their own short performance in small groups with one member in each group wearing a mask. Link to themes.

Year 6	
Discuss the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension.	States of tension game. Game- 'there's a bomb in the room.' Explore how the drama is building, what effect does this have on their actions? Can they identify this building tension in a recorded performance or piece of text? Plot the tension on a graph. Try to pinpoint the exact lines at which the climax occurs, (after a gradual rise in tension previously) What happens afterwards?
Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires.	Essence machines. (children work together to make repeating sounds and movements based on a theme, producing a machine-like effect) Quite abstract –useful tool for exploring themes for KS2.
Devise a performance considering how to adapt the performance for a specific audience.	Once skills are embedded, children should be in a strong position to devise a short play to perform to younger children using the skills and techniques they have developed.