



## Drama at West Cornforth Primary School

*“Dramatic playing is essential for children’s learning empathy and self-control. Children learn to empathise as they view the world from other people’s perspectives including those of peers, adults, and people in stories.” Unknown*

Year 1	
Conceptual Knowledge	Procedural Knowledge
<ul style="list-style-type: none"> <li>• Share ideas and explore issues in an imagined context</li> <li>• Take part in a range of drama strategies including freeze frame, tableau and hot seating</li> <li>• Use simple props, symbols and images to represent meaning</li> <li>• Use voice and body to create characters in an imagined way</li> <li>• Engage in dramatic play using stories and other stimuli</li> </ul>	<ul style="list-style-type: none"> <li>• Think clearly about a variety of situations and use drama to make sense of them</li> <li>• Begin to discuss their work and that of others both in and out of role</li> <li>• Understand the difference between pretence and reality within specific contexts</li> <li>• Talk about their choice of voice, movement, gesture, facial expression and appropriateness to character</li> </ul>

Year 2	
Conceptual Knowledge	Procedural Knowledge
<ul style="list-style-type: none"> <li>• Devise improvised drama from a range of stimuli</li> <li>• Explore the use of drama strategies to deepen the role or understanding of the situation</li> <li>• Select appropriate props, symbols and images to represent meaning and understand their effect</li> <li>• Choose vocabulary and movement to match the person, place and time required by the story or situation</li> <li>• Explore the structure of storytelling in dramatic form, showing some awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>• Express meaning and attitude through issue-based drama e.g. bullying</li> <li>• Reflect upon the meaning and understanding of their work and that of others, both in and out of role</li> <li>• Discuss their own work and the work of others, showing understanding of different drama forms e.g. the way the story is told, the characters portrayed and the themes depicted</li> <li>• Reflect upon their choice of voice, movement, gesture and facial expression.</li> </ul>



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Year 3	
Conceptual Knowledge	Procedural Knowledge
<ul style="list-style-type: none"> <li>• Structure improvised drama to help make meaning in a variety of situations</li> <li>• Use a range of drama strategies to explore and develop characters in different contexts Explore and negotiate a range of approaches to represent meaning</li> <li>• Build a character with appropriate control over movement and voice</li> <li>• Use simple scripts, demonstrating an understanding of some theatre conventions e.g. stage directions</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how drama challenged their understanding of an issue or a theme</li> <li>• Reflect on and begin to evaluate their own and others’ work, suggesting improvements and using correct basic theatre terminology</li> <li>• Comment on the effectiveness of their structuring of dramatic sequences</li> <li>• Begin to evaluate the appropriateness of their use of voice, movement, gesture and facial expression</li> </ul>

Year 4	
Conceptual Knowledge	Procedural Knowledge
<ul style="list-style-type: none"> <li>• Use structured improvisation to explore and interpret ideas, issues and relationships in their drama work</li> <li>• Explore a variety of dramatic strategies to select appropriate forms</li> <li>• Select and use a wide range of approaches to develop meaning and understanding</li> <li>• Sustain a defined character using appropriate voice, movement, gesture and facial expression</li> <li>• Create a short script based on devised work</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on the effective use of drama in exploring and interpreting an issue or theme</li> <li>• Evaluate their own and others’ work</li> <li>• Explain how and why they have developed a role as a result of exploring different dramatic approaches</li> <li>• Evaluate the appropriateness of their use of voice, movement, gesture and facial expression in a defined role</li> <li>• Evaluate the effectiveness of the use of language and theatre conventions in scripts</li> </ul>



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Year 5	
Conceptual Knowledge	Procedural Knowledge
<ul style="list-style-type: none"> <li>• Use drama in an original way to explore and present meaning to a chosen audience</li> <li>• Select and use appropriate strategies and forms to structure effective dramatic outcomes</li> <li>• Make meaning independently and in groups using appropriate dramatic approaches</li> <li>• Adopt and sustain a range of roles using appropriate voice, movement, gesture and facial expression</li> <li>• Create scripts based on devised work using appropriate theatre conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of drama in exploring a range of issues</li> <li>• Use their knowledge of dramatic contexts to evaluate their own and others’ work</li> <li>• Justify their choice of approaches in creating a role</li> <li>• Evaluate the appropriateness of their use of voice, movement, gesture and facial expression in a range of roles</li> <li>• Evaluate the effectiveness of the use of script for a chosen audience</li> </ul>

Year 6	
Conceptual Knowledge	Procedural Knowledge
<ul style="list-style-type: none"> <li>• Create performances for different audiences and purposes using various genres, styles and traditions</li> <li>• Make considered use of strategies and forms to experiment with dramatic outcome</li> <li>• Explore how different dramatic approaches change meaning Adopt a range of roles taking account of purpose and audience</li> <li>• Create scripts based on more complex situations reflecting a range of feelings and points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the effectiveness of drama in exploring complex issues</li> <li>• Analyse their own and others’ work making connections with a range of genres</li> <li>• Analyse how their own and others’ interpretation of character changes meaning</li> <li>• Evaluate the effect of the use of voice, movement, gesture and facial expression in a range of roles taking account of purpose and audience</li> <li>• Analyse the effectiveness of the use of script for a chosen audience</li> </ul>