

Drama in the New National Curriculum - September 2014

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Year 1

- Explore familiar themes and characters through improvisation and roleplay
- Act out their own and well know stories, using voices for characters
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Learning to appreciate rhymes and poems and to recite some by heart

Year 2

- Contemporary and classic poetry
- Reciting poetry
- Present part of traditional stories, own stories or work from different parts of the curriculum for members of their own class
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider how mood and atmosphere are created in live or recorded performances
- Read a wide range of contemporary and classic poetry, stories and non-fiction
- Become increasingly familiar with retelling a wider range of stories, fairy tales and traditional tales

- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Year 3

- Recognise different forms of poetry
- Prepare poetry for performance
- Use drama strategies to explore stories or issues
- Identify and discuss qualities of other' performances, including gesture, action and costume
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Recognising some different forms of poetry.

Year 4

- Recognise different forms of poetry
- Prepare poetry for performance
- Use drama strategies to explore stories or issues
- Identify and discuss qualities of other' performances, including gesture, action and costume
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Recognising some different forms of poetry

Year 5

- Preparing poetry for performance
- Learning poetry by heart

- Reflect on how working in role helps to explore complex issues
- Perform a scripted scene making use of dramatic conventions
- Use and recognise the theatrical effects in drama
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Year 6

- Preparing poetry for performance
- Learning poetry by heart
- Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires
- Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters ideas and building tension (creative entitlement)
- Devise a performance considering how to adapt the performance for a specific audience
- Learning a wider range of poetry by heart
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience