

Drama Overview

Purpose of study

Dramatic activity is already a natural part of most children's lives before they start school in the form of make-believe play, enabling them to make sense of their own identity by exploring meaningful fictional situations that have parallels in the real world. This can be utilised at school through structured play and drama to encourage pupils to learn actively and interactively throughout the primary years and across the curriculum. Children like to move and to interact with others. In drama we ask them to do exactly this. Rather than sitting still and listening they are encouraged to move, speak and respond to one another. Students who are challenged by reading and writing (including those with English as a second language) often respond more positively to the imaginative and multisensory learning offered by drama. This in turn helps them develop such skills as creativity, enquiry, communication, empathy, self-confidence, cooperation, leadership and negotiation. Most importantly, drama activities are fun – making learning both enjoyable and memorable.

'Learning Through Drama in the Primary Years' by David Farmer

Key stage 1

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to. Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas by playing roles and improvising scenes in various settings. Pupils should continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Key stage 2

Pupils should have the opportunity to read, re-read, and rehearse poems and plays for presentation and performance which gives them opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. They should have opportunities to create their own improvised, devised and scripted drama for each other and a range of audiences as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Pupils should prepare 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.

Below is a grid showing how at Perran-ar-Worthal School we structure our drama teaching for KS1 and KS2 as part of our Fabulous Friday rolling programme.

Autumn 1 YEAR 4	Autumn 2 YEAR 5	Spring 1 YEAR 3	Spring 2 YEAR 2	Summer 1 YEAR 1	Summer 2 YEAR 6
<i>Individual poem performances</i> - Starting with nursery rhymes and focusing on different tonal qualities; making choices on how pieces should be performed.	<i>An introduction to Shakespeare</i> - Looking at some of his more well-known plays (including <i>A Midsummer Night's Dream</i>), while also learning some key performing skills: Projection of voice, articulation and stage craft (where and how to stand/perform on stage).	<i>Choral poetry</i> - Performing as a group learning to use expression, different tonal qualities and using actions. To take part in the Cornwall Music Festival in March.	<i>Story telling</i> - Working in small groups taking on the roles of narrator and characters; exploring what makes a character different from another.	<i>Talk for Writing</i> - Tell a story as a group or chorus and exploring how using different voices and facial expressions help to tell the story.	<i>Character workshops</i> - Working on end of year school production, developing their characters.

