



Expressive Arts & Design
Being imaginative & expressive & Speaking - Drama overview

ELG

- Sing a range of well-known nursery rhymes & songs
- Perform songs, rhymes, poems & stories with others & - when appropriate – try to move in time with music
- Express ideas & feelings about their experiences using full sentences, including use of past, present & future tenses & making use of conjunctions, with modelling & support from their teacher

Focus	Making	Performing	Responding
Nursery	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar • Make imaginative & complex ‘small worlds’ with blocks & construction kits, such as a city with different buildings & a park 	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment • Talk about familiar books, & be able to tell a long story 	<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts & feelings
Reception	<ul style="list-style-type: none"> • Develop storylines in their pretend play • Listen to & talk about stories to build familiarity & understanding • Use new vocabulary in different contexts 	<ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition & some in their own words • Recreate roles & experiences in play situations 	<ul style="list-style-type: none"> • Watch & talk about dance & performance art, expressing their feelings & responses
Year 1	<ul style="list-style-type: none"> • Devise & improvise dramas of different kinds • Explore ideas and/or issues through a variety of drama skills and techniques of increasing complexity • Use drama skills and knowledge to interpret a range of texts • Use and develop their knowledge of drama from different times and cultures, as well as classic and contemporary practice 	<ul style="list-style-type: none"> • Prepare and perform both scripted and devised dramas for various audiences, using a selection of media 	<ul style="list-style-type: none"> • Reflect on, evaluate and analyse the structure, meaning and impact of their own work and the work of others as both participant and audience

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar, and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. 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. Statutory requirements which underpin all aspects of spoken language across primary education form part of the National Curriculum.

Key Stage 1

Pupils move from make-believe dramatic play for themselves to a more consciously planned form of drama, which may involve communicating with an audience. Good practice at Key Stage 1 involves pupils in activities such as exploring their ideas through devising scenes. They can work with a teacher-in-role, enacting their own stories for others through small group play making, using symbolic 'costumes' and props to stimulate drama narratives. Pupils become increasingly aware of their audience and act out stories using voice, movement, gesture and basic sound effects. When they talk about dramas they have seen or in which they have taken part, they can differentiate between them and explain how effects were achieved.

Key Stage 2

Pupils use a wider range of dramatic devices and techniques. Increased control of voice and body means that they portray more precisely defined characters. Pupils produce work with a clear story line and structure. They become familiar with forms such as shadow puppets, mime and chorus work, and those in other media, like animation. Pupils may learn lines and write short scripts which grow out of practical exploration of a story. They make connections between broader dramatic traditions and their own work, suggesting improvements. They may also experiment with simple technical effects and equipment, such as digital camera and video.