

Progression Framework – Drama



Curriculum Themes

We follow a four-year curriculum cycle. Each topic theme falls under a termly category

- Autumn – Me and My World
- Spring – The Wider World
- Summer – Action and Adventure

The curriculum theme titles are listed in the table below. Teachers use the subject framework to inform the learning intent for their individual classes in the form of medium-term plans. These frameworks ensure that there is a clear progression in skills and knowledge for each subject area.

Autumn - Me and My World	Spring - The Wider World	Summer - Action and Adventure
Year 1		
<i>All About Me</i>	<i>Come Fly with Me</i>	<i>Pirates</i>
Year 2		
<i>Help is at Hand</i>	<i>Going Wild</i>	<i>Time Travel</i>
Year 3		
<i>Unity in the Community</i>	<i>Global Warning</i>	<i>To Infinity and Beyond</i>
Year 4		
<i>Law and Order</i>	<i>Under the Sea</i>	<i>Superheroes</i>

When deciding on their termly learning intent, teachers should ensure that there are opportunities for pupils to learn and progress in all areas and this should be clearly referenced in medium term plans.

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
<p>D.1.1 - Begin to understand the world around them, through watching others and imitating this through play e.g. Playing teachers.</p> <p>D.1.2 - Create games through play</p> <p>D.1.3 - Begin to develop communication skills when responding to others.</p> <p>D.1.4 - Pretend to be someone else</p> <p>D.1.5 - Engage with others in imaginative play in a safe environment</p> <p>D.1.6 - Demonstrate thoughts, ideas and feelings through actions and language</p> <p>D.1.7 - Respond to others in role.</p>	<p>D.2.1 - Share ideas and explore issues in an imagined context</p> <p>D.2.2 - Take part in a range of drama strategies including freeze frame, tableau and hot seating</p> <p>D.2.3 - Use simple props, symbols and images to represent meaning</p> <p>D.2.4 - Use voice and body to create characters in an imagined way</p> <p>D.2.5 - Engage in dramatic play using stories and other stimuli.</p> <p>D.2.6 - Think clearly about a variety of situations and use drama to make sense of them</p> <p>D.2.7 - Begin to discuss their work and that of others both in and out of role</p> <p>D.2.8 - Understand the difference between pretence and reality within specific contexts</p> <p>D.2.9 - Talk about their choice of voice, movement, gesture, facial expression and appropriateness to character.</p>	<p>D.3.1 - Devise improvised drama from a range of stimuli</p> <p>D.3.2 - Explore the use of drama strategies to deepen the role or understanding of the situation</p> <p>D.3.3 - Select appropriate props, symbols and images to represent meaning and understand their effect</p> <p>D.3.4 - Choose vocabulary and movement to match the person, place and time required by the story or situation</p> <p>D.3.5 - Explore the structure of storytelling in dramatic form, showing some awareness of audience</p> <p>D.3.6 - Express meaning and attitude through issue-based drama e.g. bullying</p> <p>D.3.7 - Reflect upon the meaning and understanding of their work and that of others, both in and out of role</p> <p>D.3.8 - 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</p> <p>D.3.9 - Reflect upon their choice of voice, movement, gesture and facial expression.</p>	<p>D.4.1 - Structure improvised drama to help make meaning in a variety of situations</p> <p>D.4.2 - Use a range of drama strategies to explore and develop characters in different contexts</p> <p>D.4.3 - Explore and negotiate a range of approaches to represent meaning</p> <p>D.4.4 - Build a character with appropriate control over movement and voice</p> <p>D.4.5 - Use simple scripts, demonstrating an understanding of some theatre conventions e.g. stage directions.</p> <p>D.4.6 - Describe how drama challenged their understanding of an issue or a theme</p> <p>D.4.7 - Reflect on and begin to evaluate their own and others' work, suggesting improvements and using correct basic theatre terminology</p> <p>D.4.8 - Comment on the effectiveness of their structuring of dramatic sequences</p> <p>D.4.9 - Begin to evaluate the appropriateness of their use of voice, movement, gesture and facial expression.</p>	<p>D.5.1 - Use structured improvisation to explore and interpret ideas, issues and relationships in their drama work</p> <p>D.5.2 - Explore a variety of dramatic strategies to select appropriate forms</p> <p>D.5.3 - Select and use a wide range of approaches to develop meaning and understanding</p> <p>D.5.4 - Sustain a defined character using appropriate voice, movement, gesture and facial expression.</p> <p>D.5.5 - Create a short script based on devised work</p> <p>D.5.6 - Comment on the effective use of drama in exploring and interpreting an issue or theme</p> <p>D.5.7 - Evaluate their own and others' work</p> <p>D.5.8 - Explain how and why they have developed a role as a result of exploring different dramatic approaches</p> <p>D.5.9 - Evaluate the appropriateness of their use of voice, movement, gesture and facial expression in a defined role</p> <p>D.5.10 - Evaluate the effectiveness of the use of language and theatre conventions in scripts</p>	<p>D.6.1 - Use drama in an original way to explore and present meaning to a chosen audience</p> <p>D.6.2 - Select and use appropriate strategies and forms to structure effective dramatic outcomes</p> <p>D.6.3 - Make meaning independently and in groups using appropriate dramatic approaches</p> <p>D.6.4 - Adopt and sustain a range of roles using appropriate voice, movement, gesture and facial expression</p> <p>D.6.5 - Create scripts based on devised work using appropriate theatre conventions</p> <p>D.6.6 - Evaluate the effectiveness of drama in exploring a range of issues</p> <p>D.6.7 - Use their knowledge of dramatic contexts to evaluate their own and others' work</p> <p>D.6.8 - Justify their choice of approaches in creating a role</p> <p>D.6.9 - Evaluate the appropriateness of their use of voice, movement, gesture and facial expression in a range of roles</p> <p>D.6.10 - Evaluate the effectiveness of the use of script for a chosen audience.</p>	<p>D.7.1 - Create performances for different audiences and purposes using various genres, styles and traditions</p> <p>D.7.2 - Make considered use of strategies and forms to experiment with dramatic outcome</p> <p>D.7.3 - Explore how different dramatic approaches change meaning</p> <p>D.7.4 - Adopt a range of roles taking account of purpose and audience</p> <p>D.7.5 - Create scripts based on more complex situations reflecting a range of feelings and points of view</p> <p>D.7.6 - Analyse the effectiveness of drama in exploring complex issues</p> <p>D.7.7 - Analyse their own and others' work making connections with a range of genres</p> <p>D.7.8 - Analyse how their own and others' interpretation of character changes meaning</p> <p>D.7.9 - Evaluate the effect of the use of voice, movement, gesture and facial expression in a range of roles taking account of purpose and audience</p> <p>D.7.10 - Analyse the effectiveness of the use of script for a chosen audience.</p>