



Curriculum Coherence – Year 3

Prior Learning/Starting Point: Develop existing drama skills of freeze frame, hot-seating, and presentation skills. Extend and challenge. Use knowledge of history to inform role-play.

Term 1

Bronze age and beyond – Personal safety use of drama to explore ideas

INTENT

IMPLEMENTATION

IMPACT

KNOWLEDGE

- Reinforce information about the tradition of oral story telling
- At this period in History amphitheatres were created in Ancient Greece and Rome etc.
- Local materials were used to paint their faces/dye clothes
- There is always more than one way to view an argument

ACTIVITIES

- Role-play, more independent, linked to theme days e.g. Diwali
- - Freeze-Framing
- 10 second objects linked to history
- Guided reading to develop expression and fluency
- Small group discussions
- Christmas Performance
- Simple Play-writing
- Presentation to accompany film/PowerPoint/picture
- Conscience alley to explore personal safety

Activities used in all lessons but ideal for reading fluency

- Reading aloud in small groups
- Read aloud to adult
- Small group discussions
- Perform poetry

OUTCOMES

PUPILS will know

How to use dramatic technique for persuasive purpose

will be able to

- Can speak audibly and fluently in front of an audience of varying sizes and responds to the needs of the audience e.g., projects voice, speaks with added clarity, adds expression
- Use language in a greater variety of situations, to a variety of audiences and for a range of purposes.
- Begin to articulate, justify and present their opinions in an appropriate manner.

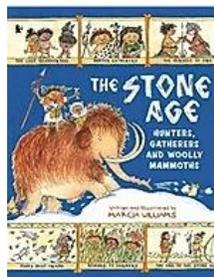
VOCABULARY

Project, theatre, propaganda, venue, persuasive, conscience, thespian, troupe, inflection. mime

Higher Level Vocabulary:

Larynx, resonance, acoustics

READING OPPORTUNITIES



will understand

How to construct an argument

SKILLS

- Use of wider vocabulary in order to express ideas more clearly
- Use breath to help project voice
- Vary lilt and intonation in voice to create expression
- Reflect and imagine feelings of others
- Develop understanding of meanings of words
- imagine and explore ideas
- use spoken language to develop understanding through speculating, hypothesising,
- become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

ASSESSMENT OPPORTUNITIES:

- Can pupils create a coherent argument?
- Can pupils show an increased sensitivity to others' viewpoint?
- Can pupils put themselves in shoes of another?
- Do pupils have a sense of individual safety?

LINKS TO LATER LEARNING: NEXT PHASES:

In future years, use and build on dramatic and presentation techniques to develop arguments, presentation skills, emotional literacy and use this to enhance writing skills.

LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:

Life Learning- role play different relationships to explore ways to negotiate issues. Use conscience alley to develop and challenge ideas. Museum – Use pictures and artefacts from the museum as stimulus to explore expressions and feelings.

SMSC THREAD:

Social: Share views and opinions with others

Moral: make responsible and reasoned judgements on moral dilemmas

Spiritual: Show creativity and expression.

Cultural: Appreciate different cultures have different viewpoint.

VALUES: Quality, Cooperation

PREPARATION FOR ADULTHOOD:

Persuasive writing and oratory skills

KEY QUESTIONS

- What do you think?
- How might they feel?
- What are the possible dangers in this situation?



Curriculum Coherence – Year 3

Prior Learning/Starting Point: Develop existing drama skills. Build on Year 2 work looking at musical narrative.

Term 2	Ancient Egyptians Theme days and musical expression	
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> - <i>The Ancient Egyptians drama was performed mainly around religious ceremonies as opposed to entertain.</i> - <i>Plays were mainly based around stories about the gods.</i> - <i>The Egyptians didn't create any special venues or theatres to perform plays.</i> - <i>Dramatic expression can be used when performing a song.</i> 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> - Role-play using the theme day - Hot-seating/ Egyptian gods - Freeze-Framing - Link drama to Sing Up work, use expression and actions to tell story of the song - Assembly Performance - Simple Play-writing <p><u>Activities used in all lessons but ideal for reading fluency</u></p> <ul style="list-style-type: none"> - Reading aloud in small groups - Read aloud to adult - Small group discussions - Perform poetry 	<p>OUTCOMES</p> <p>PUPILS will know</p> <p>How to project their voice when performing. How to use their body to express ideas/feelings in a dramatic context i.e. when performing on stage.</p> <p>will be able to</p> <ul style="list-style-type: none"> - Can speak audibly and fluently in front of an audience of varying sizes and responds to the needs of the audience e.g., projects voice, speaks with added clarity, adds expression - Use language in a greater variety of situations, to a variety of audiences and for a range of purposes. - Can use a range of drama activities, including technology, to explore and portray different characters for a range of purposes e.g., plan and perform a short presentation. (With support.) - Can memorise and perform different narratives e.g. poem, script, story, presentation. <p>will understand</p> <p>How a dramatic performance can convey a message through a range of methods, song, poetry, story telling, play</p>
<p>VOCABULARY</p> <p>Project, theatre, propaganda, venue, conscience, opera, aria, audition,</p> <p>Higher Level Vocabulary:</p> <p>ad lib, technical name for parts of stage - apron, wings, backstage, batten,</p>	<p>READING OPPORTUNITIES</p> <div data-bbox="626 957 846 1262" data-label="Image"> </div>	<p>LINKS TO LATER LEARNING: NEXT PHASES:</p> <p>In future years, use and build on dramatic and presentation techniques to develop arguments, presentation skills, emotional literacy and use this to enhance writing skills.</p> <p>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</p> <p>Music – Link to musical, operas and operettas. Explore storytelling through music. Link to drama skills to help deliver a song. History: Theme day gives an opportunity to role play and explore historical information in character.</p>
<p>SKILLS</p> <ul style="list-style-type: none"> • Use of wider vocabulary in order to express ideas more clearly • Use breath to help project voice • Vary lilt and intonation in voice to create expression • Reflect and imagine feelings of others • Develop understanding of meanings of words • imagine and explore ideas • use spoken language to develop understanding through speculating, hypothesising, • become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. 	<p>ASSESSMENT OPPORTUNITIES:</p> <ul style="list-style-type: none"> • Can pupils perform a song using expression? • Can pupils transfer skills to other arts areas? • Can pupils use whole body, including actions to tell a story? 	<p>LINKS TO LATER LEARNING: NEXT PHASES:</p> <p>In future years, use and build on dramatic and presentation techniques to develop arguments, presentation skills, emotional literacy and use this to enhance writing skills.</p> <p>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</p> <p>Music – Link to musical, operas and operettas. Explore storytelling through music. Link to drama skills to help deliver a song. History: Theme day gives an opportunity to role play and explore historical information in character.</p>
<p>SMSC THREAD:</p> <p><u>Social</u> Take advice offered by those in authority</p> <p><u>Moral:</u> Show a desire to explore others' views as well as their own views</p> <p><u>Spiritual:</u> Show empathy, concern and compassion</p> <p><u>Cultural:</u> Appreciate different cultures have different viewpoint.</p> <p>VALUES: Excellence, Hope</p>	<p>KEY QUESTIONS</p> <ul style="list-style-type: none"> • How can you use drama skills to help you perform this song? • How will your breath support this? • What emotions are you trying to convey to the audience? 	

PREPARATION FOR ADULTHOOD:

Performance and working with others

**Curriculum Coherence – Year 3**

Prior Learning/Starting Point: Develop existing drama skills of freeze frame, hot-seating, and presentation skills. Link to understanding of theater. Compare Amphitheatre with Globe

Term 3

Ancient Greece – Conscience Alley

INTENT**IMPLEMENTATION****IMPACT****KNOWLEDGE**

- *The Greeks were great playwrights*
- *Famous Greek playwrights include Euripides, Aristotle, Aristophanes*
- *Plays told of famous myths about the gods and the heroes*
- *Homer was a blind story teller who told tales of Odysseus and the Trojan wars*
- *These tales have had a lasting impact and still inform stories and films today e.g. Percy Jackson stories*
- *Oration and debating was highly prized in Ancient Greece. In the UK reflect this in our Parliament*
- *The use of persuasive language to convey an argument*

ACTIVITIES

- Using drama activities such as - role-play, hot-seating, freeze-framing to explore English and Thread work
- Simple Play-writing
- Presentation to accompany film/PowerPoint/picture
- Debating topic linked to Ancient Greece.
- Performance skills linked to Sing Up performance, how to project your voice and use of breath to support projection

Activities used in all lessons but ideal for reading fluency

- Reading aloud in small groups
- Read aloud to adult
- Small group discussions
- Perform poetry

OUTCOMES**PUPILS will know**

How to project their voice when performing.
How to use their body to express ideas/feelings in a dramatic context i.e. when performing on stage.

will be able to

- Can speak audibly and fluently in front of an audience of varying sizes and responds to the needs of the audience e.g., projects voice, speaks with added clarity, adds expression
- Use language in a greater variety of situations, to a variety of audiences and for a range of purposes.
- Can use a range of drama activities, including technology, to explore and portray different characters for a range of purposes e.g., plan and perform a short presentation. (With support.)
- Can memorise and perform different narratives e.g. poem, script, story, presentation.

will understand

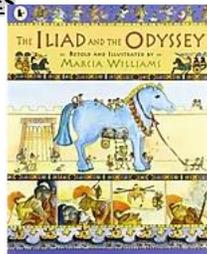
That debating is an important skill and a means of effecting change you want in a respectful way.

VOCABULARY

Project, theatre, venue, debate, improvise, articulate, ad lib, tradgey, comedy

Higher Level Vocabulary:**Parts of Greek theatre**

theatron. "the seeing place" It is between the two entrances of the chorus, or the parados. ... orchestra. "where the action occurs"
thymele. "the altar to Dionysus"
skene. "the dressing room" ...
proskerion. "the backdrop for scenery" ...
parados. "the two entrances for the chorus"
Catharsis, farce

READING OPPORTUNITIES**SKILLS**

- Use of wider vocabulary in order to express ideas more clearly
- Vary lilt and intonation in voice to create expression
- Reflect and imagine feelings of others
- become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through

ASSESSMENT OPPORTUNITIES:

- Can pupils begin to create a persuasive argument using key viewpoints?
- Can pupils show respect for other's point of view?
- Can pupils apply drama skills in a range of lessons?

Can pupils use whole body, including actions to tell a story?

LINKS TO LATER LEARNING: NEXT PHASES:

In future years, use and build on dramatic and presentation techniques to develop arguments, presentation skills, emotional literacy and use this to enhance writing skills.

LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:

HISTORY – EXPLORE THE SIGNIFICANCE OF ORATORY SKILLS IN ANCIENT GREECE AND HOW THESE VIEW S STILL INFLUENCE US TODAY.
RE USE DRAMA TO EXPLORE WHAT SORT OF WORLD JESUS WOULD HAVE WANTED.

<p>drama, formal presentations and debate.</p>	<p><u>SMSC THREAD:</u> <u>Social</u> Take advice offered by those in authority <u>Moral:</u> Show a desire to explore others' views as well as their own views <u>Spiritual:</u> Show empathy, concern and compassion <u>Cultural:.</u> <u>Appreciate</u> different cultures have different viewpoint.</p> <p><u>VALUES:</u> Resilience Responsibility</p> <p><u>PREPARATION FOR ADULTHOOD:</u> Being able to expressive point of view</p>	<p><u>KEY QUESTIONS</u></p> <ul style="list-style-type: none"> • How can you put across your view clearly? • How important is using the most appropriate vocabulary? • What is the best word to express your view? • Why is it important to express your view?
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