



## Curriculum Coherence – Year 4 Drama

**Prior Learning/Starting Point:** Build on debating and conscience alley skills from year 3. Extend and develop debating skills.

Term 1		Romans and Anglo Saxons - Debating
INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- History of oral story telling</li> <li>- Famous plays based on Roman History – Julius Caesar, Anthony and Cleopatra etc.</li> <li>- The Colosseum- explore what went on here, Roman entertainment.</li> <li>- Review of puppet making for Diwali. Know how to make different puppet characters.</li> <li>- Name of different parts of a stage/set</li> </ul>	<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>- Role-play - Act out roles linked to a range of texts               <ul style="list-style-type: none"> <li>- Perform in Christmas Performance</li> </ul> </li> <li>-Puppets – Create puppets and sets for story of Rama and Sita to celebrate Diwali</li> <li>- Hot-seating</li> <li>- Freeze-Framing - Re-tell story of Beowulf</li> <li>-Debate – create persuasive argument to/against use of slaves in Roman civilization.               <ul style="list-style-type: none"> <li>- Explore use of, exit, f Oration in Roman culture</li> </ul> </li> </ul> <p><u>Activities used in all lessons but ideal for reading fluency</u></p> <ul style="list-style-type: none"> <li>- Reading aloud in small groups</li> <li>- Read aloud to adult</li> <li>- Small group discussions</li> <li>-Perform poetry</li> </ul>	<p><b>OUTCOMES</b></p> <p><b>PUPILS will know</b></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><b>will be able to</b></p> <ul style="list-style-type: none"> <li>- gain, maintain, and monitor the interest of the listener/audience and adapts performance accordingly. .</li> <li>- Can memorise and perform different narratives e.g. poem, script, story, presentation.</li> <li>-Perform in front of an audience of varying sizes.</li> <li>-Argue a point using relevant ideas and respond appropriately</li> </ul> <p><b>will understand</b></p> <p>That drama can be used for many purposes, to explore ideas, to convey a message, to create a sense of continuity. Drama reflects values of society.</p>
<p><b>VOCABULARY</b></p> <p>Venue, direct, scenes, film, script, play wright, cue, cast, entrance, exit, finale, dress rehearsal, gesture, audition, costume</p> <p><b>Higher Level Vocabulary:</b></p> <p>Articulation, encore, proscenium</p>	<p><b>READING OPPORTUNITIES</b></p> <p><b>Beowulf</b></p>	<p><b>LINKS TO LATER LEARNING: NEXT PHASES:</b></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><b>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</b></p> <p>English: Many opportunities to use drama in storytelling. History: When did Beowulf take place? Explore similar stories. Compare to present day. Geography: Where did Beowulf take place? RE: Use arguments to explore how to make the world a better place.</p>
<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Use breath to help project voice</li> <li>• Take turns when performing and know they need to listen to a cue when performing a play</li> <li>• Vary lilt and intonation in voice to create expression</li> <li>• use spoken language to develop understanding through speculating, hypothesising, conveying a point of view</li> <li>• 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.</li> </ul>	<p><b>ASSESSMENT OPPORTUNITIES:</b></p> <ul style="list-style-type: none"> <li>• Can pupils create a persuasive argument?</li> <li>• Can pupils show respect for other’s point of view?</li> <li>• Can pupils apply drama skills in a range of lessons?</li> </ul>	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• <b>How can you put across your views clearly?</b></li> <li>• <b>How important is using the most appropriate vocabulary?</b></li> <li>• <b>What is the best word to express your view?</b></li> </ul> <p><b>Why is it important to express your view?</b></p>
<p><b>SMSC THREAD:</b></p> <p><b>Social:</b> Take advice offered by those in authority <b>Moral:</b> Show a desire to explore others’ views as well as their own views <b>Spiritual:</b> Show empathy, concern and compassion <b>Cultural:</b> <b>Appreciate</b> different cultures have different viewpoint.</p> <p><b>VALUES:</b> Resilience Responsibility</p> <p><b>PREPARATION FOR ADULTHOOD:</b></p> <p>Being able to expressive point of view to create an argument to achieve an outcome.</p>		

## Curriculum Coherence – Year 4 Drama



**Prior Learning/Starting Point:** Develop presentation skills using work on persuasive speaking. Increasing ability to talk with confidence and authority. Build on and recap previous work on Shakespeare in year 2.

Term 2

**World War 2 – Presentation Skills**

### INTENT

### IMPLEMENTATION

### IMPACT

#### KNOWLEDGE

- *The West End continued to put on performances during WW2*
- *After a short period of closure following the declaration of war on 3 September 1939, theatres all over Britain were subsequently allowed to reopen. (see notes)*
- *In this period films were used but TV wasn't yet.*
- *That all sides in war used drama as propaganda e.g Films/plays used to raised spirits e.g. Shakespeare's Henry 5<sup>th</sup> by Lawrence Olivier.*

#### ACTIVITIES

- Using drama activities such as - role-play, hot-seating, freeze-framing to explore English and Thread work
- Assembly Performance
- Write and perform a presentation
- Film presentation
- Debates (see below)
- Conscience alley to explore different strategies related to the war
- Watch example of dramatisations and use to highlight dramatic techniques e.g. use of music, facial expression, where they stand etc

#### 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 present information clearly and with meaning.  
Technical elements of putting on a play/filming a piece (IT link)

##### will be able to

- Can gain, maintain, and monitor the interest of the listener/audience and adapts performance accordingly.
- 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.
- Begin to articulate, justify and present their opinions in an appropriate manner.
- Can memorise and perform different narratives e.g. poem, script, story, presentation.

##### will understand

That drama can be used for many purposes, to explore ideas, to convey a message, to create a sense of continuity.  
Drama reflects values of society

### VOCABULARY

Project, theatre, propaganda, venue, direct, scenes, film, play wright, cue, cast, entrance, exit, finale, dress rehearsal, gesture, audition, costume, auditorium

#### Higher Level Vocabulary:

Antagonist, conventions, fourth wall, malcontent, protagonist

### SKILLS

- Use breath to help project voice
- Take turns when performing and know they need to listen to a cue when performing a play
- Vary lilt and intonation in voice to create expression
- use spoken language to develop understanding through speculating, hypothesising, conveying a point of view
- 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.

### READING OPPORTUNITIES

#### ASSESSMENT OPPORTUNITIES:

- Can pupils create a persuasive argument?
- Can pupils speak clearly and use the best vocabulary for their purpose?
- Can pupils apply drama skills in a range of lessons?
- Can pupils adapt language to support characterization?
- Can pupils make the most of theme day and stay in character?

#### 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:

Computing: Use technology to film a presentation.  
History: Explore the time period using theme day.

#### KEY QUESTIONS

- How can you put across your views clearly?
- Who is your audience and what do you want to tell them?
- What is the best vocabulary to express your view?
- How can you improve your performance?

**SMSC THREAD:**

Social Work successfully as a member of a group.

Moral: Respect other's needs, interests and feelings, as well as their own.

Spiritual: Understand feelings, emotions and their own impact

Cultural: Uses language and understands images/icons  
which have cultural significance and meaning.


VALUES: Unity, responsibility

**PREPARATION FOR ADULTHOOD:**

Being able to expressive point of view to create an argument to achieve an outcome.

# Curriculum Coherence – Year 4

**Prior Learning/Starting Point:** Develop existing drama skills of mantle of the expert, role play and presentation skills. Use prior work on Greek theatres, the globe to compare with work on theatres this term.

Term 3		Extreme Earth – Stage craft and performance skills	
INTENT	IMPLEMENTATION	IMPACT	
<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- That news reports are used to pass on details of catastrophic world events</li> <li>- Weather information is part of the news</li> <li>- Extreme weather can be used as a basis for drama e.g. Wizard of Oz</li> <li>- Design of open air theatres/use of natural resources (acoustics) e.g. Globe, open air theatre in Hyde Park, Minnack, Amphitheatres (draw on previous knowledge) Look at natural designs, science link to look at 'natural' theatres.</li> </ul>	<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>- Assembly Performance</li> </ul> <p>Children to take key roles in planning and performing leavers assembly. Use opportunity to explore different jobs linked to theatre e.g. lighting, prompts etc</p> <ul style="list-style-type: none"> <li>-write and perform play or pieces for performance</li> <li>-Film parts of performance and use to help assess and improve performance</li> </ul> <p><u>Activities used in all lessons but ideal for reading fluency</u></p> <ul style="list-style-type: none"> <li>- Reading aloud in small groups</li> <li>- Read aloud to adult</li> <li>- Small group discussions</li> <li>-Perform poetry</li> </ul>	<p><b>OUTCOMES</b></p> <p><b>PUPILS will know</b></p> <p>How to project their voice when performing.</p> <p>How to use their body to express ideas/feelings in a dramatic context i.e when performing on stage.</p> <p>Technical elements of putting on a play/filming a piece (IT link)</p> <p><b>will be able to</b></p> <ul style="list-style-type: none"> <li>- Can gain, maintain, and monitor the interest of the listener/audience and adapts performance accordingly.</li> <li>- 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.</li> <li>- Begin to articulate, justify and present their opinions in an appropriate manner.</li> <li>- Can memorise and perform different narratives e.g. poem, script, story, presentation.</li> </ul> <p><b>will understand</b></p> <p>That drama can be used for many purposes, to explore ideas, to convey a message, to create a sense of continuity.</p> <p>Drama reflects values of society</p>	
<p><b>VOCABULARY</b></p> <p>Project, theatre, propaganda, venue, direct, scenes, film, acoustics, breath, climax, atmosphere, realism, improvise,</p> <p><b>Higher Level Vocabulary:</b></p> <p>Antagonist, conventions, fourth wall, malcontent, protagonist, nuance,</p>	<p><b>READING OPPORTUNITIES</b></p> <div style="text-align: center;">  </div>	<p><b>LINKS TO LATER LEARNING: NEXT PHASES:</b></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><b>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</b></p> <p>Computing: Use technology to enhance performance.</p>	
<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Use breath to help project voice</li> <li>• Take turns when performing and know they need to listen to a cue when performing a play</li> <li>• Vary lilt and intonation in voice to create expression</li> <li>• use spoken language to develop understanding through speculating, hypothesising, conveying a point of view</li> <li>• 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.</li> </ul>	<p><b>ASSESSMENT OPPORTUNITIES:</b></p> <ul style="list-style-type: none"> <li>- Can pupils use the skills they have learnt in drama and apply them in a production?</li> <li>- Do pupils show a sensitivity and empathy to experiences of others?</li> <li>- Can pupils express themselves in a range of situations?</li> <li>- Can they adapt skills to suit the situation?</li> </ul>	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• How can you put across your views clearly?</li> <li>• Who is your audience and what do you want to tell them?</li> <li>• What is the best vocabulary to express your view?</li> <li>• How can you improve your performance?</li> </ul>	

**SMSC THREAD:**

Social Work successfully as a member of a group.

Moral: Respect other's needs, interests and feelings, as well as their own.

Spiritual: Develop empathy for others.

Cultural: Uses language and understands images/icons which have cultural significance and meaning.

VALUES: Unity, responsibility

**PREPARATION FOR ADULTHOOD:**

SHOW AWARENESS FOR AUDIENCE.