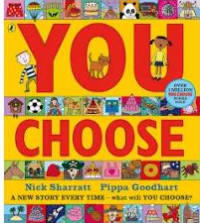




Curriculum Coherence – Year 1 Drama

Term 1 **Changes beyond Living Memory – Transport Speaking and listening Focus**

Prior Learning/Starting Point: Building on ELG relating to speaking and communication and understanding the world. Helicopter stories in EYFS. Develop ELG based around moving and using our bodies and health and self-care.

INTENT	IMPLEMENTATION		IMPACT
<p>KNOWLEDGE/NC OBJECTIVES</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • <i>When another person talks we listen with respect</i> • <i>It is important to speak loudly but tunefully when performing.</i> • <i>You can tell a story in different ways</i> • <i>Facial expressions and body shape can express emotions</i> 	<p>ACTIVITIES</p> <p>Freeze frame, use of body linked to sculptures studied.</p> <ul style="list-style-type: none"> - Informal role-play. Relaxed learning through play during continual provision. - Read aloud to adult - Small group discussions (introduce and start teaching how to do this) - Retelling/creating a story based on pictures e.g., Chalk/Where the Wild Things Are. - children to be exposed to high quality drama performances e.g., clips, poems read aloud etc. Teacher should model this through teaching. - Role play for Life Learning Christmas performance <ul style="list-style-type: none"> • Use of drama games- Teach RADY children and give them opportunities to teach other children/take lead role. 		<p>OUTCOMES</p> <p>PUPILS will know</p> <p>How to change their voice when performing</p> <p>How to use their body to express ideas/feelings</p> <p>will be able to</p> <p>Perform in front of an audience of varying size speaking audibly and fluently.</p> <p>Create a freeze frame based on sculpture studied.</p> <p>Use body in expressive way.</p> <p>Begin to identify with a character and explore what it is like to be another person through a range of drama activities.</p> <ul style="list-style-type: none"> • Begin to identify with a character and explore what it is like to be another person through a range of drama activities. • Begin to identify with a character and explore what it is like to be another person through a range of drama activities. <p>will understand</p> <ul style="list-style-type: none"> • The difference between reading for yourself and reading to an audience
<p>VOCABULARY:</p> <p>Focus, listen, speak, fluent, clear, poem</p>	<p>CHALLENGE BY:</p> <ul style="list-style-type: none"> • Pupils to consider how to use their bodies to convey an emotion • Looking at sculptures and conjecturing how they might feel or act <p>SUPPORT BY:</p> <ul style="list-style-type: none"> • Pre-teach vocabulary • Small group work • Talk through ideas and prompt from adult • Adults model ideas <p>RICH READING OPPORTUNITY:</p> 		<p>LINKS TO LATER LEARNING:</p> <p>Key Stage 1:</p> <p>Understanding of emotions and how to use their bodies to convey meaning, feelings can support story writing, Arts and Life learning. It will help them to negotiate friendships and be more empathic when learning about things such as the GFOL etc</p> <p>LINKS TO LATER LEARNING: NEXT PHASES:</p> <p>Key Stage 2:</p> <p>Pupils should continue to develop emotional awareness through drama activities such as freeze frames, role play and move on to using this awareness to inform use of persuasive language and public speaking such as debating and conscience alley.</p>
<p>SKILLS:</p> <ul style="list-style-type: none"> • Develop fluency when speaking and reading aloud • Use of wider vocabulary in order to express ideas more clearly • Use breath to help project voice • Listen to others • Perform as a group • Reflect and imagine feelings of others • Develop understanding of meanings of words 	<p>ASSESSMENT OPPORTUNITIES:</p> <ul style="list-style-type: none"> • Can pupils use a range of expressions to convey a feeling? • Can pupils use a broad range of vocabulary to describe their feelings other than happy, sad and angry? • Can children describe how they are feeling? • Can children imagine how someone else might be feeling? 		<p>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</p> <p>Art – Sculpture, explore emotions and feelings through critically appraising sculptures.</p> <p>Life Learning- role play different relationships to explore ways to negotiate issues.</p> <p>Science- Human body, links to emotions and feelings and how our bodies function. Pupils able to name body parts using proper scientific words.</p> <p>PE – Dance can be used to unite music and movement relating to emotional expression.</p> <p>Museum – Use pictures and artefacts from the museum as stimulus to explore expressions and feelings.</p>
<p>SMSC THREAD:</p> <p>Social: Share views and opinions with others</p> <p>Moral: Show a desire to explore others’ views as well as their own views</p> <p>Spiritual: Show creativity and expression. Cultural</p> <p>∴ Participates in, and responds to artistic and cultural enterprises.</p> <p>VALUES</p> <p>∴ Quality, Cooperation</p> <p>PREPARATION FOR ADULTHOOD:</p> <p>Better self-awareness supports mental health</p>	<p>KEY QUESTIONS</p> <ul style="list-style-type: none"> • What do you think that person/character is feeling? • How might that person move? • How can we express our emotions using our face/body/voice etc. 		



Curriculum Coherence – Year 1 Drama

Term 2 **Lives of Significant Individuals – Explorers – Telling a story through Music**

PRIOR LEARNING AND STARTING POINTS:

EYFS: *Building on ELG relating to speaking and communication and understanding the world. Helicopter stories in EYFS and Drawing Club.*

INTENT	IMPLEMENTATION		IMPACT
<p>KNOWLEDGE/NC OBJECTIVES</p> <p>Pupils will:</p> <ul style="list-style-type: none"> The difference between an author of a book and a playwright. Know that traditional tales have common features; talking animals, familiar settings, moral, often set in past, repeating phrases. Shakespeare is a famous playwright with cultural significance. (History) You can tell stories in different ways e.g. Through music, art – link to museum 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> Role-play, beginning to become more formal but still very much play based. More adult directed on occasions. Use in Life Learning to role play scenarios Reading activities either 1:1 or small group Small group discussions Rehearse and perform an Assembly Perform poetry Freeze frame Pirate day offers opportunity for children to immerse themselves in a fantasy world drawing on their drama skills. Immersive room allows children to experience realistic settings and experiences e.g. virtual sea journey Mime: mime the story to accompany musical narrative Soundscape linked to English/Music <p>CHALLENGE BY:</p> <ul style="list-style-type: none"> Further exploration around theatres and performance Can we create a pirate themed story to perform to music (sea shanty) Independent research into famous playwrights/opera e.g., Shakespeare/Gilbert and Sullivan <p>SUPPORT BY:</p> <ul style="list-style-type: none"> Pre-teach vocabulary Use repetitive and rhythmic songs for ease – When I was young ... Adult support learning before whole class tackle it Use role play and stories to support pupils’ understanding of concepts. 		<p>OUTCOMES</p> <p>PUPILS will know</p> <p>How to change their voice when performing How to use their body to express ideas/feelings How to join in appropriately with a group story</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 e.g., Class assembly – small groups. Can memorise and perform a poem. Has broadened vocabulary and ability to express themselves in a range of different activities e.g. dramatic performance, class discussions. Begin to identify with a character and explore what it is like to be another person through a range of drama activities. <p>Will understand</p> <ul style="list-style-type: none"> That it is possible to draw on our own experiences to help tell a story <p>LINKS TO LATER LEARNING:</p> <p>Key Stage 1: This will round out their exploration of music and help support future music in year 2. It will support story writing as it offers another means of exploring storytelling and retelling stories. Drama techniques can be added to toolkit for future use in all curriculum areas.</p> <p>LINKS TO LATER LEARNING: NEXT PHASES:</p> <p>Key Stage 2: This will round out their exploration of music and help support future music in year 3 when they have Sing Up and explore music from around the world. Drama techniques can be added to toolkit for future use in all curriculum areas.</p>
<p>VOCABULARY: character, drama, role-play, expression, freeze frame, act, rehearse, stage, mime</p>	<p>RICH READING OPPORTUNITY: THE TEMPEST CHILDREN’S VERSION</p>		<p>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</p> <ul style="list-style-type: none"> Geography: Exposed to musical stories from different cultures Life Learning: Role play ways to stay healthy Music: Narratives through music English: Pirate Day, immersive opportunity to become another character Easter, freeze frame parts of Easter story Life of Shakespeare, Gilbert and Sullivan, to explore link between music and story telling PE Dance: Tell stories using music and dance.
<p>SKILLS:</p> <ul style="list-style-type: none"> Take turns when performing and know they need to listen to a cue when performing a play Reflect and imagine feelings of others Develop understanding of meanings of words imagine and explore ideas Speak audibly and fluently with an increasing command of Standard English use spoken language to develop understanding through speculating, hypothesising, participate in improvisations 	<p>ASSESSMENT OPPORTUNITIES:</p> <ul style="list-style-type: none"> Can pupils share their opinions about stories they have listened to in musical form? Can pupils retell a story they have heard? Can children listen and respond to musical narrative? How effectively can children memorise a poem or lines in order to recite it? Can pupils perform with confidence in front of an audience? 		
<p>SMSC THREAD: <u>Social:</u> Share views and opinions with others. <u>Moral:</u> Show a desire to explore others’ views as well as their own views <u>Spiritual:</u> Understand feelings, emotions and their own impact <u>Cultural:</u> Participates in, and responds to artistic and cultural enterprises. VALUES: Determination and Courage</p>	<p>KEY QUESTIONS</p> <ul style="list-style-type: none"> What was it like in the golden age of piracy? What can you remember about this story? What do you think will happen next? Why do you think that? How do you know? 		



Curriculum Coherence – Year 1 Drama

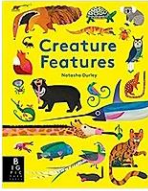
Term 3

Carnival of the Animals- Becoming something else

PRIOR LEARNING AND STARTING POINTS:

Understand characters and events encountered in books read in class and storytelling.

Year One: Pupils will have explored the lives of other people, stories in different formats and experienced different drama techniques.

INTENT	IMPLEMENTATION		IMPACT
<p><u>KNOWLEDGE/NC OBJECTIVES</u> Pupils will:</p> <ul style="list-style-type: none"> • <i>The difference between an author of a book and a playwright.</i> • <i>Relate Tinga tales to traditional UK tales, draw parallels</i> • <i>All cultures have used oral storytelling to celebrate, teach and amuse</i> • <i>Different composers have used music to tell stories or convey a movement</i> 	<p><u>ACTIVITIES</u></p> <ul style="list-style-type: none"> - Role-play, based around freeze frame. - Hot-seating -- Freeze-Framing, use before and after work. - Reading activities based on developing expression and fluency -iPad- Puppet Pals, introduce this programme. Basic to introduce skill -Memorise and perform a poem linked to English work - Use dance to extend access to dramatic performance. <p>Role paly linked to safety and looking after yourself Mime</p>		<p><u>OUTCOMES</u> <u>PUPILS will know</u> How to change their voice when performing How to use their body to convey who or what they are.</p> <p><u>will be able to</u></p> <ul style="list-style-type: none"> - Can speak audibly and fluently in front of an audience of varying sizes e.g., Class assembly – small groups. - Begin to identify with a character and explore what it is like to be another person through a range of drama activities. - Has broadened vocabulary and ability to express themselves in a range of different activities e.g., dramatic performance, class discussions. - Can memorise and perform a poem. <p><u>will understand</u> The difference between reading for yourself and reading to an audience</p>
<p><u>VOCABULARY:</u> character, drama, role-play, expression, freeze frame, act, rehearse, stage, mime</p>	<p><u>CHALLENGE BY:</u></p> <ul style="list-style-type: none"> • Pupils to • Allow pupils to research own line of enquiry through use if historical sources. <p><u>SUPPORT BY:</u></p> <ul style="list-style-type: none"> • Pre-teach vocabulary • Scribing answers for pupils if needed • Use visual prompts and props to support learning of new ideas 		<p><u>LINKS TO LATER LEARNING:</u> Key Stage 1: Drama techniques can be added to toolkit for future use in all curriculum areas. Develop skills in expressing opinions and ideas.</p>
<p><u>SKILLS:</u></p> <ul style="list-style-type: none"> • Develop understanding of meanings of words • imagine and explore ideas • speak audibly and fluently with an increasing command of Standard English • Use of movement to evoke different character or animal 	<p><u>RICH READING OPPORTUNITY:</u></p> <div style="text-align: center;">  </div> <p><u>ASSESSMENT OPPORTUNITIES:</u></p> <ul style="list-style-type: none"> • Can pupils convincingly move and act like another character or animal? • Can pupils changes movements, using height, speed, direction, to portray an animal? • Can pupils talk about different types of movements animals display? 		<p><u>LINKS TO LATER LEARNING: NEXT PHASES:</u> Key Stage 2: Drama techniques can be added to toolkit for future use in all curriculum areas. Develop skills in expressing opinions and ideas.</p>
<p><u>SMSC THREAD:</u> Social: Work successfully as a member of a group. Moral: Distinguish right from wrong Spiritual: Show creativity and expression. Cultural ∴ Is open to new ideas, and modifies values in the light of new experiences. <u>VALUES:</u> Respect, Responsibility,</p>	<p><u>KEY QUESTIONS</u></p> <ul style="list-style-type: none"> • How do ___ move? • What animal is this? • How do you know? • How can you use your body like that? 		<p><u>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</u></p> <p>Life Learning- Role play, looking after ourselves and others Year One trip – Woburn Safari Park PE – Dance and movements to become animals Music- learn about Carnival of the animals and Saint- Saens Art- Link textiles to animal patterns Geography – Drama linked to animals and different parts of the World. How does geographical location impact movements?</p>

