




Curriculum Coherence – Year 2 Drama

Term 1		Using drama to explore life experiences – Friendships – Speaking and Listening Focus	
Prior Learning/Starting Point: Building on year 1 work on Freeze frame, draw on experiences of role play and storytelling.			
INTENT	IMPLEMENTATION		IMPACT
<p>NC OBJECTIVES/KNOWLEDGE:</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • <i>That different parts of the UK have different traditions related to drama</i> • <i>Drama can be used to teach historical info e.g., often special dates are celebrated using performances, Diwali Christmas, Saints Days</i> 	<p>ACTIVITIES</p> <ul style="list-style-type: none"> - Role-play - Act out scenarios linked to Life learning – friendships getting on/falling out -Extended Freeze framing – extend to add dimensions e.g., before/after/slow motion. Link freeze frames together. This could help explore how we can jump to conclusions linked to Life learning -10 second objects - Guided Reading groups explore fluency and expression. - Small group discussions. <p>Christmas performance</p> <ul style="list-style-type: none"> • Use of drama games- Teach RADY children and give them opportunities to teach other children/take lead role. • Stagecraft activities, saying lines in different pitches • Immersive Room linked to thread work 		<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> <ul style="list-style-type: none"> • Can speak audibly and fluently in front of an audience of varying sizes and is beginning to respond to the needs of the audience e.g., projects voice, speaks with added clarity. • Identify with characters real or fictional and explore what it is like to be another person through a range of drama activities. <p>will understand</p> <p>Where to stand on stage when performing</p> <ul style="list-style-type: none"> • Other people share feelings and emotions similar to our own.
	<p>CHALLENGE BY:</p> <ul style="list-style-type: none"> • Pupils to be given challenging scenarios to wrestle with. • Use museum artwork to explore different scenarios • Discuss real life dilemmas • High quality drama in Christmas production and target specific children with roles to stretch them. 	<p>SUPPORT BY:</p> <ul style="list-style-type: none"> • Pre-teach vocabulary • Use dolls or similar to act out or model ideas. • Model drama techniques • Offer quieter places or alternate activities to help support access to drama • Strategic pairing, matching children with more confident partners 	
<p>VOCABULARY:</p> <p>Actor, Project, pronounce, fluently, intonation, emphasis,</p>	<p>RICH READING OPPORTUNITY:</p>		<p>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</p> <p>Life Learning- exploring friendship dilemmas and developing strategies to help. Gain emotional understanding via drama.</p> <p>Computing – Use learning from drama/Life learning for stimulus to create book.</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 • Take turns when performing • Begin to vary lilt and intonation in voice to create expression • Reflect and start to 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 discussions, performances, mainly supported by adults • Use of technology to explore dramatic performance 	<p>ASSESSMENT OPPORTUNITIES:</p> <ul style="list-style-type: none"> • Do children know any of the ancient transport links in the town? • Can pupils identify how the town has changed considerably over time? • Can children identify reasons why the transport links within the town changed and can they suggest ways that would impact the town today? • Can pupils compare and contrast modern day Shefford with Shefford from the past? 		<p>SMSC THREAD:</p> <p>Social: Appreciate rights and responsibilities.</p> <p>Moral: Think through consequences of their own and others' actions.</p> <p>Spiritual: Show respect for themselves and others</p> <p>Cultural: Appreciates diversity</p> <p>VALUES:</p> <p>Unity, Belonging</p> <p>PREPARATION FOR ADULTHOOD:</p> <p>Conflict resolution</p>
	<p>KEY QUESTIONS</p> <ul style="list-style-type: none"> • What might that person be feeling? • How would you feel in this situation? • What different ways could you respond? 		



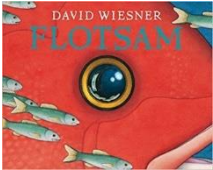
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Term 2	Events beyond Living Memory - The Great Fire of London, Titanic – Performance Poetry	
PRIOR LEARNING AND STARTING POINTS:		
Build on prior work on role play to explore THREAD work. Develop Role play and hot seating. Knowledge of previous topic work should inform work.		
<p>INTENT</p> <p>NC OBJECTIVES/KNOWLEDGE:</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • <i>Performance Poetry is poetry that's intended to be performed in front of an audience. This takes poetry off the page and onto the stage, with a focus on using different tones, actions and improvisation to bring the work to life.</i> • <i>You need to use specific reading skills when performing a poem or story.</i> • <i>Throughout time periods drama was a popular form of entertainment although there would be class distinctions.</i> • <i>Competitions, where poets compete reading their poetry aloud are a popular way to get political, social and emotional messages out.</i> 	<p>IMPLEMENTATION</p> <p>ACTIVITIES</p> <ul style="list-style-type: none"> - Role-play to explore and retell historical events /use immersive room to support role play - Hot-seating - True/false – describe a historical artefact – is it a true description or a false one? How do you know? - Guided Reading – develop fluency and diction - Assembly Performance - use dramatisations of Key events – use these to explore dramatic techniques e.g. Why has the music changed here? How is the actor showing his feelings? - Role play using Themed day (Titanic tea party) - Film news report about the Titanic/GFOL - https://www.puffinschools.co.uk/resources/ks2-video-how-to-perform-poems-with-michael-rosen-6-mins/ <p>This video is by Michael Rosen about how to perform a poem</p> <ul style="list-style-type: none"> • Perform a poem they have written. • Soundscapes • Role-on-The-Wall - In the outline of a body, words or phrases are written to describe a character from a given scene (Linked to GFOL or Titanic) 	<p>IMPACT</p> <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> <ul style="list-style-type: none"> • Can speak audibly and fluently in front of an audience of varying sizes and is beginning to respond to the needs of the audience e.g., projects voice, speaks with added clarity. • Can memorise and perform a poem with expression. • Has broadened vocabulary, storytelling abilities and abilities to express themselves in a range of different activities. <p>will understand</p> <ul style="list-style-type: none"> • Performing a poem helps to convey a message to the audience.
<p>VOCABULARY:</p> <p>improvisation, role, speaker, script, theatre – stage, wings, backstage, dressing rooms</p>	<p>CHALLENGE BY:</p> <ul style="list-style-type: none"> • Level of poetry can provide challenge • Create challenging scenarios for role play • Independent input for assembly <p>SUPPORT BY:</p> <ul style="list-style-type: none"> • Pre-teach vocabulary • Use dolls or similar to act out or model ideas. • Model drama techniques • Offer quieter places or alternate activities to help support access to drama • Strategic pairing, matching children with more confident partners • Spend time teaching lines for assembly in school <p>RICH READING OPPORTUNITY:</p> 	<p>LINKS TO LATER LEARNING:</p> <p>Key Stage 1:</p> <p>Continue to use dramatic techniques to explore different curriculum areas.</p> <p>Key Stage 2:</p> <p>Continue to use dramatic techniques to explore different curriculum areas expanding techniques and using skills with increasing confidence.</p> <p>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP:</p> <p>Life learning – explore feelings and ways to stay safe using hot -seating.</p> <p>History – explore impact and feelings linked to historical events using role play/mime. Explore social messages of performance poetry.</p> <p>English – Develop fluency through exploring how to perform poems.</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 	<p>ASSESSMENT OPPORTUNITIES:</p> <ul style="list-style-type: none"> • Can pupils apply knowledge of historical events by reenacting them? Are there any misconceptions? • Can pupils apply performance techniques when reading aloud? Do they use their breath, can they use expression in their voice? • Can they adapt skills to match audience? 	

<p><u>SMSC THREAD:</u> <u>Social:</u> Share views and opinions with others. <u>Moral:</u> Respect other's needs, interests and feelings, as well as their own. <u>Spiritual:</u> Show creativity and expression. <u>Cultural:</u> Understands the influences which shape their own cultural heritage.</p> <p><u>VALUES:</u> Quality, Courage</p> <p><u>PREPARATION FOR ADULTHOOD:</u> Public speaking skills</p>	<p><u>KEY QUESTIONS</u> Key Questions:</p> <ul style="list-style-type: none">• What do you need to remember when reading aloud?• Who is your audience?• How do you think they felt?• How would you react?• Do you like that___? Why?	
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Curriculum Coherence – Year 2 Drama

Term 3		Victorian Seaside Holidays - Stage performance using puppets	
PRIOR LEARNING AND STARTING POINTS: Building on previous work using drama strategies. Drama strategies should be dynamic growing with children’s experience. Link to other arts and create connections with dance and music. Use existing knowledge of curriculum especially geography to inform drama. Develop experience of performance from previous assembly experience.			
INTENT		IMPLEMENTATION	
NC OBJECTIVES/KNOWLEDGE: Pupils will: <ul style="list-style-type: none"> • <i>Punch and Judy was a popular entertainment since 9 May 1662, it gained popularity during the Restoration period. Especially prevalent by the sea</i> • <i>Seasides are traditional venues for entertainment e.g., end of the pier entertainment. These theatres are variety based.</i> • <i>Minnack is a theatre cut into the stone in Cornwall</i> 		ACTIVITIES <ul style="list-style-type: none"> - Guided Reading to develop fluency and expression - Make and perform a Puppet show - Learn about the history of puppets - link weather to emotions <ul style="list-style-type: none"> • Soundscapes • Role-on-The-Wall - In the outline of a body, words or phrases are written to describe a character from a given scene 	
		IMPACT	
		OUTCOMES PUPILS will know How to change their voice when performing How to use their body to express ideas/feelings will be able to <ul style="list-style-type: none"> - Can speak audibly and fluently in front of an audience of varying sizes and is beginning to respond to the needs of the audience e.g., projects voice, speaks with added clarity. - Identify with characters real or fictional and explore what it is like to be another person through a range of drama activities. - Has broadened vocabulary, storytelling abilities and abilities to express themselves in a range of different activities. - Can memorise and perform a poem/line with expression. - Perform using a puppet. will understand That they can use another object for dramatic effect e.g., a puppet, cartoon etc <ul style="list-style-type: none"> • 	
		LINKS TO LATER LEARNING: Key Stage 1: Continue to use dramatic techniques to explore different curriculum areas. Key Stage 2: Continue to use dramatic techniques to explore different curriculum areas expanding techniques and using skills with increasing confidence.	
VOCABULARY: Actor, Project, pronounce, fluently, intonation, emphasis, improvisation, role, speaker, script, theatre – stage, wings, backstage, dressing rooms		CHALLENGE BY: <ul style="list-style-type: none"> • Allow pupils to research own information about puppets • Write own play SUPPORT BY: <ul style="list-style-type: none"> • Pre-teach vocabulary • Use dolls or similar to act out or model ideas. • Model drama techniques • Offer quieter places or alternate activities to help support access to drama • Strategic pairing, matching children with more confident partners 	
		LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR GROUP: Geography – Where do puppet shows originate? Puppets from around the world. English – Use puppets to write and re-enact texts DT – Puppets Music- Find music to accompany puppet show History: History of puppets, different puppets	
RICH READING OPPORTUNITY: 			
SKILLS: <ul style="list-style-type: none"> • Begin to vary lilt and intonation in voice to create expression • Reflect and start to 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 SMSC THREAD: Social: Share views and opinions with others. Moral: Respect other’s needs, interests, and feelings, as well as their own. Spiritual: Show creativity and expression. Cultural: Understands the influences which shape their own cultural heritage. VALUES: Happiness		ASSESSMENT OPPORTUNITIES: <ul style="list-style-type: none"> • Puppet show, what skills and knowledge are pupils demonstrating? • Can children retell a story using puppets? KEY QUESTIONS <ul style="list-style-type: none"> • What do you need to remember when performing? • What story are you going to retell? How can you improve your performance?	

PREPARATION FOR ADULTHOOD:

Public speaking

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