Barnburgh Primary Academy

Progression Document
Drama

Barnburgh Primary Academy Vision

Learning To Shine Together

Academy Core Values

Perseverance Courage Independence Respect Ambition

Key Drivers

A	S	P	I	R	E
Ambition Risk takers, Goal setters, Believe in better, Courageous	**Support** Encouraging, Sympathetic, Helpful, Nurturing and kind	**Persistence** Determined, Stickability, Patience, Stamina	**Inspire** Motivate, Persuade, Encourage and Influence	**Resilience** Strength of character, Adapability, Bounceback-ability	**Effort** Strive, Endeavour, Stretch, Exertion

PURPOSE OF STUDY

AIMS

EARLY LEARNING GOALS THAT LINK MOST CLOSELY TO THE DESIGN TECHNOLOGY NATIONAL CURRICULUM

KEY STAGE 1 SUBJECT CONTENT

KEY STAGE 2 SUBJECT CONTENT

Drama

Drama education allows children to see the world through different perspectives and understand diverse experiences'
Tiffany Haddish

INTENT

At Barnburgh Primary Academy, we believe that drama plays a crucial role in providing a well-rounded and enriching education for our children. Our intent is to offer a curriculum and learning environment that actively incorporates drama, fostering creativity, confidence, and effective communication skills. We aim to inspire a love for the performing arts, develop children's self-expression, and nurture their social and emotional well-being through engaging and interactive drama experiences.

IMPLEMENTATION

Curriculum Integration: We integrate drama into our curriculum, ensuring that it is embedded across various subjects and aligned with the national curriculum. Teachers will plan and deliver drama lessons that incorporate storytelling, role-playing, improvisation, and performance opportunities.

Specialist Drama Teacher: We employ a specialist drama teacher who works collaboratively with classroom teachers to plan and deliver drama lessons. Our drama teacher brings expertise in drama pedagogy, performance techniques, and creative expression, ensuring high-quality drama experiences for our children.

Performance Opportunities: We provide regular performance opportunities for our children through ASPIRE events, school productions, and community events. These performances allow our children to showcase their creativity, build confidence, and develop their stage presence and public speaking skills.

Drama Club: We offer extracurricular drama club, providing additional opportunities for children to explore and develop their drama skills. The club may focus on specific areas of drama, such as improvisation, scriptwriting, or physical theatre, catering to the diverse interests and talents of our children.

Collaboration and Teamwork: Drama activities promote collaboration and teamwork amongst children. They will work together to create and perform scenes, fostering communication, cooperation, and respect for others' ideas and perspectives.

Professional Development: We provide ongoing professional development opportunities for our teachers to enhance their knowledge and skills in drama pedagogy. This includes training on drama techniques, performance skills, and effective teaching strategies for drama.

IMPACT

Enhanced Creativity and Self-expression: Drama provides a platform for children to explore their creativity, imagination, and self-expression. We expect our children to develop their storytelling abilities, character development, and improvisation skills, fostering their artistic and creative potential.

Increased Confidence and Self-esteem: Regular engagement in drama activities can boost children's confidence and self-esteem. Through performing and expressing themselves in a supportive environment, children will develop a positive self-image and gain confidence in their abilities.

Improved Communication Skills: Drama activities require children to listen, speak, and respond effectively. We anticipate that our children will develop strong verbal and non-verbal communication skills, including clarity of speech, active listening, and the ability to convey emotions and ideas effectively.

Social and Emotional Well-being: Drama provides a safe and inclusive space for children to explore and express their emotions, fostering their social and emotional well-being. Through role-playing and empathy-building activities, children will develop their emotional intelligence, empathy, and understanding of others.

Appreciation for the Performing Arts: By immersing our children in drama experiences, we aim to cultivate an appreciation for the performing arts. We hope that our children will develop a lifelong love for theatre, dance, and storytelling, becoming active participants and audience members in the arts community.

Transferable Skills: Drama activities develop a range of transferable skills, such as teamwork, problem-solving, creativity, and critical thinking. We expect our children to apply these skills in other areas of their academic and personal lives, contributing to their overall development and success.

Overall, our intent is to provide a vibrant and inclusive drama offer that nurtures our children's creativity, confidence, and communication skills. We aim to provide them with a solid foundation in drama, fostering a lifelong appreciation for the performing arts and equipping them with essential skills for their future endeavours.

Long Term Plan 2023-2024

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Relationships taught through drama One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week
CROSS CURRICULAR LINKS						
ENRICHMENT						
YEAR 2	One lesson to launch the class novel in the first week	Relationships taught through drama One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week
CROSS CURRICULAR LINKS						
ENRICHMENT						
YEAR 3	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	Relationships taught through drama One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week
CROSS CURRICULAR LINKS						
ENRICHMENT						
YEAR 4	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	Relationships taught through drama One lesson to launch the class novel in the first week
CROSS CURRICULAR LINKS						
ENRICHMENT						

YEAR 5	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	Relationships taught through drama One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week
CROSS CURRICULAR LINKS						
ENRICHMENT						
YEAR 6	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	Relationships taught through drama One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week	One lesson to launch the class novel in the first week
CROSS CURRICULAR LINKS						
ENRICHMENT						

PSHE/RSE - RELATIONSHIPS

		KS1 PSHE and RSE National Curriculum		KS2 PSHE and RSE National Curriculum		KS2 PSHE and RSE National Curriculum	
	EYFS	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
KNOWLEDGE		Children will know: • That friends are people that you can have fun with. • That a friend likes you for who you are. • That a good friend can cheer you up when you are sad, and keep you company. • That learning how to wait, take turns, share, listen will help maintain friendships • That there are similarities and differences between myself and my peers • When something is fair or unfair, kind or unkind, right or wrong • That school's rules are ways of keeping them physically and emotionally safe • Their feelings and recognized • A goal is something you want to do and achieve • That people look after them at home and at school • The roles their family members and friends play • That a secret might be kept safe. If any type of secret or surprise leaves them feeling uncomfortable or worried, it is not safe • That a surprise generally describes happy things that others will eventually find out about	Children will know: • A range of strategies they can use to resolve a simple arguments or disagreements • Different groups to which they belong • Some of the many differences between children in our class • When they are unhappy, they will feel sad and they might cry • To tell an adult in school or at home when they feel uncomfortable • What they are good at • How to talk about their feelings • How to talk about change and loss • That choices can have good and not so good consequences • How to attract the attention of people they trust • How to express ways that they can help other people to look after them • How to be responsible for keeping themselves safe	Children will know: • How to respond appropriately to a wide range of feelings in others • How to make and keep friends • What to do if they are a witness to bullying • How to listen to other children and respond appropriately whether they agree or disagree with that viewpoint • What makes them feel good • What makes them feel bad • What food they like and can explain why they eat other things they can make good food choices. • How to celebrate their achievements and strengths • When I need to listen to my emotions • The importance of protecting a personal information, including passwords, addresses and images • Basic techniques for resisting pressure to do something dangerous, unhealthy, and things that make me feel anxious	Children will know: • That there are different types of relationship that you may encounter throughout life: Friends, Family, Romantic Partners, Parents, Carers, Pets, Doctors, Nurses, Dentists etc • That cyber bullying is an act of using Internet and digital (include mobile) technologies to upset or humiliate • How to protect themselves against cyber bullying • That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources • How to reflect on and celebrate their achievements • Their own areas for improvements	Children will know: • That secret is when only a chosen few are informed and are instructed not to reveal the information. • That confidentiality is when many people have been informed and are instructed not to reveal the information • How to raise any concerns appropriately • How to handle pressure from others to do what they know to be wrong, unkind or damaging • The nature and consequences of discrimination, teasing, bullying and aggression • That choices can have positive, neutral and negative consequences • How to reflect on and celebrate their achievements • How to set high aspirational goals • How to respond when they haven't met their goals • The vocabulary to use to enable them to explain both the range and intensity of their feelings to others • How to ask for help clearly from appropriate people	Children will know: • How to respond to people they might meet in the future • When to ask for help and who to ask in various situations in the future • That working cooperatively means working together with other people, all helping each other • How to work cooperatively with others • How to resolve disputes and conflicts to benefit others as well as themselves • That deep breathing is an effective way to slow down the body's natural response to stress. It slows down the heart rate, lowers the blood pressure and provides a feeling of control. • That meditation can relax the body and mind. • That listening to calming music can help regain focus. • About the future and their plans for success • How to explain both the range and intensity of my feelings • A range of issues they might face when they change schools
SKILLS		Children will be able to: • Identify who a friend is • Identify skills needed to make and maintain friendships • Recognise and celebrate their emotions and talents • Identify similarities and differences between myself and my peers • Identify when something is fair/ unfair, kind/unkind, right/wrong • Understand that school's rules keep them physically and emotionally safe • Understand feelings can influence their friendships • Understand that words and actions can affect other people • Set simple but challenging goals for myself • Identify how people look after them at home and at school • Identify they can talk to at home and at school if they are sad • Understand the difference between secrets and surprises	Children will be able to: • Use a range of strategies they can use to resolve a simple arguments or disagreements • Identify different groups to which they belong • Identify some of the many differences between children in our class • Identify when they are unhappy • Report experiences that they were not comfortable or happy with • Identify what they are good at • Talk about their feelings • Talk about change and loss • Understand that choices can have good and not so good consequences • Attract the attention of people they trust • Express ways that they can help other people to look after them • Be responsible for keeping themselves safe	Children will be able to: • Respond appropriately to a wide range of feelings in others • Make and keep friends • Understand that to do if they are a witness to bullying • Listen to other children and respond appropriately whether they agree or disagree with that viewpoint • Identify what makes them feel good and bad • Identify what food they like and can explain why they eat other things they can make good food choices. • Celebrate their achievements and strengths • Protect their personal information, including passwords, addresses and images • Use basic techniques for resisting pressure to do something dangerous, unhealthy, and things that make them feel anxious	Children will be able to: • Identify different types of relationships • Protect themselves against cyber bullying • Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources • Reflect on and celebrate their achievements • Identify their own areas for improvements • Use extended vocabulary to enable themselves to explain more emotions and feelings	Children will be able to: • Explain the differences between confidential and secret • Raise any concerns appropriately • Handle pressure from others to do what they know to be wrong, unkind or damaging • Understand the nature and consequences of discrimination, teasing, bullying and aggression • Understand that choices can have positive, neutral and negative consequences • Reflect on and celebrate their achievements • Set high aspirational goals • Respond when they haven't met their goals • Use vocabulary to enable them to explain both the range and intensity of their feelings to others • Ask for help clearly from appropriate people	Children will be able to: • Respond to people they might meet in the future • Ask for help in various situations in the future • Work cooperatively with others • Resolve disputes and conflicts to benefit others as well as themselves • Use a range of simple relaxation techniques • Identify the role of exercise in relaxation • Explain about the future and their plans for success • Explain both the range and intensity of my feelings • Identify a range of issues they might face when they change schools

VOCABULARY

MAKING DRAMA

		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
IMPROVISING	KNOWLEDGE		Children will know: • That improvise means to create and perform without preparation • That dialogue is a conversation between two or more people		Children will know: • That improvise means to create and perform without preparation • That a short scene is a couple of pages and often make readers hungry for more		Children will know: • That improvise means to create and perform without preparation • That body language is a range of nonverbal signals that you can use to communicate your feelings and intentions • That suspense is a state or feeling of excited or anxious uncertainty about what may happen	
	SKILLS		Children will be able to: • Improvise a line of dialogue for a character in response to something said to them		Children will be able to: • Improvise a short scene in a pair or small group (e.g., a conversation between two characters)		Children will be able to: • Improvise a longer scene sustaining a role employing other aspects of performance (e.g., body language, suspense)	
DEVELOPING CHARACTERS	KNOWLEDGE		Children will know: • That feelings are a character's emotional response to what is happening around them. • That a character can show how they are feeling by what they are doing, saying, or thinking		Children will know: • That inner feelings tell you about the exact thinking of an individual • That outer feelings are what they are doing to show their emotions • That improvise means to create and perform without preparation • That dialogue is a conversation between two or more people • That there are opposing characters in a story • That an opposing character to the main character is usually a villain		Children will know: • That a relationship between characters is the way in which two or more people are connected • That improvise means to create and perform without preparation • That dialogue is a conversation between two or more people • That a character's personality refers to their temperaments and behaviours	
	SKILLS		Children will be able to: • Use drama to explore a character's feelings about an event or in particular scenario • Invent dialogue for a character and try out new words that they have learnt		Children will be able to: • Use drama to explore a character's inner and outer feelings • Try our new vocabulary suitable for their age • Write and improvise dialogue suitable for opposing characters		Children will be able to: • Use drama to explore the relationships between characters • Write and improvise more complex dialogue that reflects a character's personality	
SEQUENCING STORIES	KNOWLEDGE		Children will know: • That a structured story has a beginning, middle and end • That in the beginning, the setting and characters are established • That in the middle, the conflict and the problem is solved • That at the end there could be a dramatic rescue		Children will know: • That pause and reflect enables focused thought about how they are performing and how they might do better • That speculate means to form opinions about something without having the necessary information or facts; to make guesses		Children will know: • That incorporate means to include something else to make it better • That nuances means layers or degrees of subtlety • That rhythm means the timing • That pace means the speed of your performance • That tempo can be described as the changing rates of the dramatic action	
	SKILLS		Children will be able to: • Order the events of a structured story through drama		Children will be able to: • Use drama to consider what might happen next in a story • Pause and reflect as the drama unfolds to speculate on what might happen next		Children will be able to: • Incorporate greater nuances in drama – rhythm, pace and tempo to change the rate at which the drama unfolds	
DRAMA ACTIVITIES	KNOWLEDGE		Children will know: • That hot seating is when a character is questioned by the group about his or her background, behaviour and motivation • That good 'hot seating' questions are the types of questions you might ask when getting to know someone • That interviews are when you are asked a range of questions linked to a specific topic		Children will know: • That a freeze frame is when you act out a scene of a given story or a given picture, and you freeze at a point as instructed • That thought-tracking is when a character steps out of a scene to address the audience about how they're feeling • That during a conscience alley, you form two lines facing each other, leaving sufficient room for a character from the drama to walk through the 'alley'. As the character walks through the alley, those either side say the thoughts or conscience that they think will be in the head of the character.		Children will know: That a tableau is a representation of a dramatic scene by a person or group, posing silently without moving	
	SKILLS		Children will be able to: • Take part in group hot-seating confidently • Take part in 1-2-1 interviews confidently		Children will be able to: • Take part in freeze-framing • Take part in thought-tracking • Take part in a conscience alley		Children will be able to: • Take part in tableau	
COLLABORATING	KNOWLEDGE		Children will know: • That improvised play is the playing of dramatic scenes without written dialogue • That imaginative play, or make-believe as it is sometimes referred to, occurs when a child role-plays experiences of interest		Children will know: • That staying on task means staying focused on what you should be doing and not letting distractions get in the way		Children will know: • That participate means to take part	
	SKILLS		Children will be able to: • Take turns in improvised or imaginary play		Children will be able to: • Stay on task making sure everyone has their turn to speak, in a short drama scene		Children will be able to: • Ensure that all members of the small group they are working in are able to participate and involve others through improvisation	

VOCABULARY

PERFORMING AND REFLECTING								
		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PERFORMING	KNOWLEDGE		Children will know: • That a short scene is a couple of pages and often make readers hungry for more		Children will know: • That rehearse means to practice		Children will know: • That Social injustice is when actions are taken that infringe upon a group's rights, or treat them unfairly. • That a moral dilemma is a conflict of morals, where you are forced to choose between two or more options and you have a moral reason to choose and not choose each option •	
	SKILLS		Children will be able to: • Perform a short scene from memory or with a very simple script		Children will be able to: • Rehearse plays for presentations and school events • Perform a short drama to the class or a small group		Children will be able to: • Perform a longer scene with a script • Role-play from stories which include social injustices and moral dilemmas in order to provoke emotional reactions	
BODY AND VOICE	KNOWLEDGE		Children will know: • That experiment means to carry out		Children will know: • That body language is a range of nonverbal signals that you can use to communicate your feelings and intentions • That the audience is the people watching you perform		Children will know: • That voice pace is the speed at which someone speaks. • That voice pitch, the perceived "highness" or "lowness" of a voice • Intonation is the changing of tone in a person's voice when sounding out particular words	
	SKILLS		Children will be able to: • Experiment with changing voices to represent different emotions		Children will be able to: • Use their body language so that the audience understands the character • Adopt a suitable voice and body language to reflect a character's personality		Children will be able to: • Change the pace, pitch and intonation of their voice • Create tension and communicate ideas to the audience using their voice and body language	
PORPS AND STAGING	KNOWLEDGE		Children will know: • That a prop is an object actors use on stage or screen during a performance or screen production • That costumes are what character wear on stage		Children will know: • That a prop is an object actors use on stage or screen during a performance or screen production • That costumes are what character wear on stage • That the genre of a performance refers to the type of story being told		Children will know: • That a prop is an object actors use on stage or screen during a performance or screen production • That costumes are what character wear on stage • The status is the level of power or influence a character has	
	SKILLS		Children will be able to: • Choose props and costumes suited to a specific character		Children will be able to: • Begin to select props and costumes suited to a specific genre		Children will be able to: • Use props and costumes effectively to signify the status of a character	
REFLECTING	KNOWLEDGE		Children will know: • That is listen attentively is to do it with full attention and focus		Children will know: • That giving suggestions for development can make a performance better		Children will know: • That reflecting on performance means to carefully consider how you undertook something, the results of your efforts, and how you can apply the knowledge moving forward	
	SKILLS		Children will be able to: • Listen attentively to a short scene or play • Discuss their favourite part of a performance		Children will be able to: • Watch a short scene performance by their classmates, offering praise and simple suggestions for development		Children will be able to: • Reflect on how other children's ideas/feedback impact on their own drama • Sensitively relate drama to real life experiences • Identify key moments of a story	
VOCABULARY								

DRAMA CONVENTIONS								
		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
UNDERSTANDING VISUAL ART	KNOWLEDGE		Children will know: • That a drama set refers to the scenery and furniture onstage • That a prop is an object actors use on stage or screen during a performance or screen production		Children will know: • That a prop is an object actors use on stage or screen during a performance or screen production • That costumes are what character wear on stage		Children will know: • That there are three stage arrangements • That an arena stage theatre seats the audience on all sides of the stage • That a thrust stage theatre seats the audience on three sides of the stage • That an end stage theatre seats the audience on one side of the stage	
	SKILLS		Children will be able to: • Comment on how the set, props and sounds indicate sense of place		Children will be able to: • Identify what the choice of costumes and props reveal about a character		Children will be able to: • Comment on the arrangement on a stage • Identify the main differences between difference performances of the same story	
SCRIPTING	KNOWLEDGE		Children will know: • That a drama script is the story that has been written for actors to perform		Children will know: • That a drama script is the story that has been written for actors to perform • That stage directions are a description or instructions in the text of a play that explains how the play should be performed • That an acting cue is the trigger for an action to be carried out at a specific time		Children will know: • That a drama script is the story that has been written for actors to perform • That stage directions are a description or instructions in the text of a play that explains how the play should be performed • That an acting cue is the trigger for an action to be carried out at a specific time • That to adapt means to change	
	SKILLS		Children will be able to: • Script a short conversation between two characters from a story • Make simple changes to a script, with support		Children will be able to: • Script a scene involving two or three characters, in groups • Write simple scripts based on stories they know • Add simple stage directions and acting cues		Children will be able to: • Write a script with a clear beginning, middle and end, in a group or in pairs • Adapt stories from books, film or real-life scenarios into playscript form • Write short scripts for plays based on their own ideas • Make independent revisions to a script, including the use of stage direction and action cues	
DESIGNING A PERFORMANCE	KNOWLEDGE		Children will know: • That a prop is an object actors use on stage or screen during a performance or screen production • That costumes are what character wear on stage		Children will know: • That characters move, act or talk to suit their role • That sound effects can be used to help establish the time of day. A scene set in the early morning might feature the sound of birdsong, while a scene at night could use the sound of crickets chirping		Children will know: • That the movement from one scene to another is called a transition. Nothing breaks the tension and flow of work more than messy transitions. If you have to interrupt the action for clumsy costume changes or to rearrange the set, you will lose the attention of your audience.	
	SKILLS		Children will be able to: • Choose costumes for a performance • Choose real or stand-in items as props		Children will be able to: • Decide how their character will talk, act or move for a specific role • Choose instruments and music for sound effects		Children will be able to: • Decide the movement of characters on stage • Make transitions between scenes • Design their own short performances	
VOCABULARY								

PSHE/RSE							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CROSS CURRICULAR LINKS							
ENRICHMENT:							
APSIRE		Children will present their PHSE/RSE learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents to include:	Children will present their PHSE/RSE learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents to include:	Children will present their PHSE/RSE learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents to include:	Children will present their PHSE/RSE learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents to include:	Children will present their PHSE/RSE learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents to include:	Children will present their PHSE/RSE learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents to include: