



Orton Wistow Primary School – Curriculum Plan



Subject : Drama

Year : KS1

Term : All



Vocabulary

Define the word and include etymology if useful.

Facial Expression- Using your face to communicate an emotion.

Body Language- Using your body to show something.

Projection- Speaking loudly for the audience to hear.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Drama can be used to explore and re-tell stories, key events, issues and ideas.

Role-play is when you adopt the role of a character.

Facial expression is used to show an emotion which a character is feeling.

Body Language is used to show an emotion which a character is feeling.

Actions and movement are used to show what a character is doing.

A loud voice is used so that the audience can hear.

A performance can be liked or disliked.



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

How stories, key events, issues and concepts can be explored and retold through different drama conventions.

How to use simple facial expression to portray a character.

How to use simple body language and movement to portray a character.

How to use a voice loud enough for the audience to hear.

How to reflect on a performance, thinking about what they liked and disliked.



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Participate in drama to explore and re-tell stories, key events, issues and ideas.

Adopt a role as a character or significant person.

Use simple facial expression to portray a character.

Use simple body language to portray a character.

Use simple actions and movement to portray a character.

Use a projected voice.

Evaluate why they liked a performance.

KS1 Drama Conventions

Improvisation	Improvisation is taking on a role without any time to plan and discuss ideas, before presenting or performing a piece of drama.
Role-Play	Students take on the attitudes, actions, and discourse of another person, using their imaginations to speak, think and even feel like that character.
Story Whoosh	Story Whoosh is an engaging and interactive storytelling technique which enables any kind of story- simple or complex- to be brought alive, even without prior knowledge of the characters or plot. The whole group stands or sits in a circle. Explain that everybody will have an opportunity to participate in the telling of a story by becoming characters or even objects in the tale. If at any time the storyteller (leader) says "Whoosh!", they should quickly return to their places. Begin the narrative and as soon as a key character, event or object is mentioned, indicate the first student to step into the circle to make a shape or pose. If two or more characters are introduced, then they can step in at the same time. As more characters are introduced, move around the circle so that all the students are given a chance to take part. This means that different pupils get to play the same character at various times and everyone gets a chance at trying several roles, regardless of gender.
Freeze Frame	<p>These are still images or silent tableaux used to illustrate a specific incident or event. Individual children or groups are asked to represent the characters at a significant moment. The freeze-frame can be improvised or planned briefly. Sequential frames can be used to represent the key events as a narrative progresses.</p> <p>Freeze-frames can also be brought to life through improvisation or used as a basis for thought tracking. Freeze-frames are useful for enabling close scrutiny of an incident or situation. Positioning and body shape have to be considered carefully in order to represent ideas or emotions. Freeze-frames also help establish roles by giving children thinking time.</p>
Hot-seating	Hot-seating involves the class in asking questions of someone in role as a character, who sits on the 'hot-seat'. The questions can be prepared or improvised. Obviously, this works best if both the role player and the questioners are familiar with the character and the narrative. Hot-seating focuses closely on a character and enables motivation to be explored. It is also a good way of exploring the gaps in a character's story.
Thought Tracking	Focusing on the characters in a freeze-frame, or those from an ongoing drama where the action has been frozen, though tracking involves the rest of the class in contributing ideas as if they were speaking the thoughts of one of the characters. These can support or contrast with the words that the characters actually say. The class can make a circle around the character and say their thoughts one at a time, or individual children can stand next to the frozen character and speak their 'thoughts' aloud. This is a good technique for creating and then examining the private thoughts of characters at particularly tense moments of narrative.
Conscience Alley	The class create two lines facing each other. One child in role as a particular character walks down the 'alley' between the lines. The class voice the character's thoughts, both for and against a particular decision or action which the character is facing, acting as his or her conscience. The child in role listens to his or her conscience before making a decision about the course of action to take. Conscience (or decision) alley is a means of exploring a character's mind at a moment of crisis and investigating the complexity of the decision he or she is facing.

