



Drama Curriculum

All curriculums at Hollymount are founded on the Hollymount Big Picture Curriculum. However, each subject will have specific aims, a coherent progression of skills and knowledge and explicit outcomes for children. These are outlined below.

Purpose of the Curriculum

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Drama is explicitly taught in its own right and can also be used as a tool for understanding in subjects across the curriculum. Drama provides many opportunities for children to use heritage languages and knowledge of a range of cultures to experiment with styles of speaking, gesture and mime.

Progress of skills and knowledge

FSU		Nursery and Reception	
Knowledge	<ul style="list-style-type: none"> • To begin to understand the world around them, through watching others and imitating this through play eg. Playing teachers. • To create games through play, in order to develop creativity and understanding by developing a variety of ways in which to communicate. • To begin to develop communication skills when responding to others. 		
Skills	<ul style="list-style-type: none"> • Pretend to be someone else • Engage with others in imaginative play in a safe environment • Demonstrate thoughts, ideas and feelings through actions and language • Respond to others in role. 		
KS1	Year 1	Year 2	
Knowledge	<ul style="list-style-type: none"> • Share ideas and explore issues in an imagined context • Take part in a range of drama strategies including freeze frame, tableau and hot seating • Use simple props, symbols and images to represent meaning • Use voice and body to create characters in an imagined way • Engage in dramatic play using stories and other stimuli. 	<ul style="list-style-type: none"> • Devise improvised drama from a range of stimuli • Explore the use of drama strategies to deepen the role or understanding of the situation • Select appropriate props, symbols and images to represent meaning and understand their effect • Choose vocabulary and movement to match the person, place and time required by the story or situation • Explore the structure of storytelling in dramatic form, showing some awareness of audience 	



Skills	<ul style="list-style-type: none"> • Think clearly about a variety of situations and use drama to make sense of them • Begin to discuss their work and that of others both in and out of role • Understand the difference between pretence and reality within specific contexts • Talk about their choice of voice, movement, gesture, facial expression and appropriateness to character. 	<ul style="list-style-type: none"> • Express meaning and attitude through issue-based drama e.g. bullying • Reflect upon the meaning and understanding of their work and that of others, both in and out of role • Discuss their own work and the work of others, showing understanding of different drama forms e.g. the way the story is told, the characters portrayed and the themes depicted • Reflect upon their choice of voice, movement, gesture and facial expression.
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LKS2	Year 3	Year 4
Knowledge	<ul style="list-style-type: none"> • Structure improvised drama to help make meaning in a variety of situations • Use a range of drama strategies to explore and develop characters in different contexts • Explore and negotiate a range of approaches to represent meaning • Build a character with appropriate control over movement and voice • Use simple scripts, demonstrating an understanding of some theatre conventions e.g. stage directions. 	<ul style="list-style-type: none"> • Use structured improvisation to explore and interpret ideas, issues and relationships in their drama work • Explore a variety of dramatic strategies to select appropriate forms • Select and use a wide range of approaches to develop meaning and understanding • Sustain a defined character using appropriate voice, movement, gesture and facial expression. • Create a short script based on devised work.
Skills	<ul style="list-style-type: none"> • Describe how drama challenged their understanding of an issue or a theme • Reflect on and begin to evaluate their own and others' work, suggesting improvements and using correct basic theatre terminology • Comment on the effectiveness of their structuring of dramatic sequences • Begin to evaluate the appropriateness of their use of voice, movement, gesture and facial expression. 	<ul style="list-style-type: none"> • Comment on the effective use of drama in exploring and interpreting an issue or theme • Evaluate their own and others' work • Explain how and why they have developed a role as a result of exploring different dramatic approaches • Evaluate the appropriateness of their use of voice, movement, gesture and facial expression in a defined role • Evaluate the effectiveness of the use of language and theatre conventions in scripts.
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •



UKS2	Year 5	Year 6
Knowledge	<ul style="list-style-type: none"> • Use drama in an original way to explore and present meaning to a chosen audience • Select and use appropriate strategies and forms to structure effective dramatic outcomes • Make meaning independently and in groups using appropriate dramatic approaches • Adopt and sustain a range of roles using appropriate voice, movement, gesture and facial expression • Create scripts based on devised work using appropriate theatre conventions. 	<ul style="list-style-type: none"> • Create performances for different audiences and purposes using various genres, styles and traditions • Make considered use of strategies and forms to experiment with dramatic outcome • Explore how different dramatic approaches change meaning • Adopt a range of roles taking account of purpose and audience • Create scripts based on more complex situations reflecting a range of feelings and points of view
Skills	<ul style="list-style-type: none"> • Evaluate the effectiveness of drama in exploring a range of issues • Use their knowledge of dramatic contexts to evaluate their own and others' work • Justify their choice of approaches in creating a role • Evaluate the appropriateness of their use of voice, movement, gesture and facial expression in a range of roles • Evaluate the effectiveness of the use of script for a chosen audience. 	<ul style="list-style-type: none"> • Analyse the effectiveness of drama in exploring complex issues • Analyse their own and others' work making connections with a range of genres • Analyse how their own and others' interpretation of character changes meaning • Evaluate the effect of the use of voice, movement, gesture and facial expression in a range of roles taking account of purpose and audience • Analyse the effectiveness of the use of script for a chosen audience.

Drama is to be taught through all subjects, in order for the children to gain an understanding of the world and others. Additionally, the children will gain understanding through social interaction with each other in the playground, creating games and communicating with each other and finding ways to problem solve.



Impact on children

School Values	Mental Well-being	Confidence and independence	Emotional intelligence
<p>Courage- Drama gives children the courage to not only be themselves, but will also give them opportunities to step out of their comfort zones. Role activities help children to develop empathy, expression and control of feelings. This will increase their self-confidence.</p> <p>Respect – The children learn about respect for one another, through positive and constructive criticism. They also learn about the world in which they live in, through exploring characters from all backgrounds and in a wide range of historical and cultural situations this will spark their interest in the world and make them more inquisitive.</p>	<p>Under different characters, children can express their true feelings or sense of personality without fear of being judged or criticised. They can work on personal issues or solve personal problems while in character, which can simply help their overall well-being. Allowing children to get things off their mind, further releasing emotion and tension and most importantly gives them a safe space to be who they want to be.</p>	<p>Children who regularly participate in drama based activities throughout their education will have a better understanding how to problem solve and therefore will develop stronger self-confidence and independence. This is due to the children being able to communicate and problem solve, when working together on a drama based activity. Developing their understanding of the world and giving them the tools and confidence for them to become independent.</p>	<p>Increasingly the power of drama is being recognised as one of the most effective ways to develop soft skills and emotional intelligence in children and young people, skills that are often not developed through the traditional education system. Drama promotes communication skills, teamwork, dialogue, negotiation, socialisation. It stimulates the imagination and creativity; it develops a better understanding of human behaviour and empathy with situations that might seem distant. It allows the development of a critical thinking and allows them to make better and more conscious decisions; it encourages them to use their bodies and voices, it encourages and inspires them to say “no”, to stand for and to speak up.</p>