



Year 5 <i>1 lesson per fortnight</i>				Year 6 <i>1 lesson per fortnight</i>		
	Wk	Topic	Learning Aims	Topic	Learning Aims	Assessment
Autumn	1	<b>Introduction to drama</b>	Understand what drama is and how it can be explored.  Explore different improvisation, freeze frame techniques and acting methods, and their purpose.  Apply understanding of facial expressions and body language over a range of tasks.  Analyse and conclude short acting pieces from a character's point of view.  <i>Key vocabulary:</i> improvisation, freeze frames, conscience alley, hot seating, role play, role on the wall, facial expression, body language	<b>Exploring different styles</b>	Recognise and use different styles of performances through research and Drama practical.  Apply different styles of performance using drama techniques learnt previously.  Comprehend short plays and drama sketches in various settings.  Apply knowledge of characterisation and improvisation to create short performances.  <i>Key vocabulary:</i> improvisation, freeze frames, conscience alley, hot seating, role play, role on the wall, facial expression, body language, intonation, tone, volume and action	Traffic lights  Peer/group assessment  Performance and feedback  Effective questioning
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Spring	1	<b>Further techniques and expressive methods</b>	Analyse a short film and write a monologue for one of the characters.  Demonstrate intonation, tone, volume and action.  Create a full class soundscape.  Explore self-expression and confidence through performance and teamwork.  Research and tangibly explore drama genres – Melodrama and Physical Theatre  Plan for a melodramatic drama piece individually/ small groups through poetry, scripts, improvisation, hot seating and conscience alley etc  To understand how to capture the audience's attention through mime.  <i>Key vocabulary:</i> improvisation, freeze frames, conscience alley, hot seating, role play, role on the wall, facial expression, body language, intonation, tone, volume and action, voice tone, soundscapes, monologues	<b>Developing and applying styles of literature</b>	Apply knowledge of various literacy techniques through drama.  Through drama techniques, comprehend the meaning behind texts and the playwright's intentions.  Analyse different play/book characters through drama sketches and contextual interpretation of scripts.  Create scripted pieces to perform inspired by chosen literature studied.  <i>Key vocabulary:</i> epic theatre, physical theatre, political theatre, comedy, tragedy, melodrama, commedia dell'arte, improvisation, monologues, freeze frames, drama sketch, characterization, scenario, gesture and movement	Self and Peer formative and summative assessment  Effective questioning through written, verbal and role play tasks  End of term performance with written and verbal feedback
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Summer	1	<b>Towards a theme and planning a performance</b>	Understand what makes a successful setting and character design using props and costume.  Apply ideas about teamwork to different types of production roles and how this can benefit strong performances.  Work with other 'stage production departments' to create a Drama piece  Perform a drama piece which creates atmosphere for the audience.  <i>Key vocabulary:</i> Stage production departments, self-expression, melodrama, physical theatre, script writing, plot, stage management, miming	<b>Applying techniques and different drama roles</b>	Demonstrate a secure understanding of feelings and emotions using facial expressions, body language and use of voice.  Consider how use of space can enhance a performance.  Consider how the use of props and costume can enhance a performance.  Through effective teamwork, form scripts to enable performance.  Know, understand and work with other stage production departments with confidence to create a Drama piece.  <i>Key vocabulary:</i> epic theatre, physical theatre, political theatre, comedy, tragedy, melodrama, commedia dell'arte, improvisation, monologues, freeze frames, drama sketch, characterization, scenario, gesture and movement, facial expression, body language, intonation, tone volume	Traffic lights  Effective questioning & verbal feedback  End of term Performance with written and verbal feedback  Self and peer evaluation post performance
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