

Drama					
Skill	EYFS	Year 1	Year 2	Year 3	Year 4
Making drama					
Improvising	Improvise within their own play.	Improvise a line for a character in response to a stimulus given to them (a book, something said to them).	Improvise a few lines for a character in response to a stimulus given to them (a book, something said to them).	Work with others to improvise a few lines of conversation in response to a stimulus.	Improvise a conversation in a short scene in a pair or small group.
Developing character	Pretend to be someone else.	Use actions and speech to explore how a character is feeling in a particular scenario.	Invent dialogue and use actions to explore how a character is feeling in a particular scenario. Try out new words that they have learnt.	Use actions and speech to explore how a character is thinking and feeling, inferring beyond the given scenario.	Begin to write and improvise dialogue for opposing characters.
Sequencing stories	Work with an adults/others to structure a story. Mimic routines in role play.	Order the events of a structured story through speech and actions.	Work with others to order the events of a structured story through drama.	Use drama to consider what might happen next in a story.	Pause and reflect as the drama unfolds to speculate what might happen next.
Drama activities	Respond to others in role through play or adult led activity.	Children explore: 1-2-1 interviews Group hot seating		Children explore: Freeze-framing Thought tracking	Children explore: Conscience alley
Performing and reflecting					
Performing	Perform a line, after a prompt to an audience.	Perform given lines from memory in class assemblies. Perform in a small group/pair their drama in front of the class	Perform a short scene from memory or with a very simple script. Perform a simple production to a larger audience.	Rehearse and perform presentations and school assemblies. Perform small pieces to the class or a small group.	Rehearse and perform a play and school assemblies. Perform an end of year production to a larger audience.
Body and Voice	Show a different person/character through voice and body.	Experiment with changing voice to show different emotions.		Adopt a suitable voice and body language to reflect a character's personality.	Be aware that body language can change how to audience sees a characters.
Props and staging	Use props in imaginative play.	Discuss props and costumes that are suited to a specific character.		Discuss props and costumes suited to a specific genre	
Reflecting		Listen to a short scene or play. Discuss their favourite parts of a performance.		Watch a short scene performed by their classmates offering praise and simple suggestions for development.	
Drama conventions					
When watching live/recorded performances, children can comment on:					
Understanding of visual art	After watching a performance, children can share reflections including likes, dislikes and interesting parts.	How the set, props and sounds indicate a sense of place		What the choice of costumes and prop might reveal about the character	
Scripting		Devise simple speech for a character.	Begin to write simple speech for a character.	Work in groups to devise speech for characters writing simple scripts based on stories that they know. Children can add in simple stage-directions.	write a script involving two or more characters and include stage directions or acting cues.
Designing a performance		With help, children can suggest suitable costume ideas or props.	Children suggest suitable costume ideas or props.	Select how a character should talk, act and move for a specific role.	Begin to think about appropriate music and sound effects.

What drama looks like for EYFS:

- Within the Early Years environment, drama skills are predominantly developed through child led role play. Adults provide open ended and engaging environments which inspire role play opportunities that typically include familiar scenes such as homelife where children mimic familiar people to them.
- Adults may use elements of drama when sharing stories, encouraging children to pretend to be a character.
- After watching performances, such as Christmas pantomimes, with an adult's prompt, children are able to share reflections to the whole class or an adult.

What drama looks like in the classroom for Key Stage 1:

- The adults create a supportive atmosphere and build children's confidence and participation in drama.
- The adults take the lead during drama, modelling how a character might speak and move, asking children for suggestions. Children use this as a starting point for their own drama.
- The adults incorporate videos of drama into their lessons to provide opportunities for children to enjoy visual arts.
- Adults draw attention to how the drama is designed, prompting children to discuss set design, costumes or props.
- Children are encouraged to listen when others are performing or speaking.
- When speaking in role, the adults use oral cues and repeated phrases for children to join in with.
- Children use drama to retell traditional tales and other structured stories.

What drama looks like in the classroom for Key Stage 2:

- The adults still take the lead, but children begin to become more involved in making decisions about how characters are presented in performance.
- The adults still incorporate videos of drama into their lessons and children's discussions about props, costumes and set design focus on the effect choices have for an audience.
- Children see that drama can be used to explore feelings inside and outside and this gives them a more complex understanding of characters.
- Children and adults may begin to use iPads to photograph and film parts of performances and use these to prompt discussions and reflections.
- Children are provided with the opportunity to perform to the class in a small group and others to provide reflections and simple improvements.
- Children to use drama to explore a range of stimulus (books, poems, character descriptions).