

An overview of how drama is built into the curriculum at Key Stage One and Two

# Drama at Godinton



Most drama is taught in a cross curricular way, mainly through topic work and in literacy lessons. This forms approximately 15 hours in the KS1 and KS2 curriculum with an additional 4 hours being used for assemblies and performances throughout the year in KS2 and 8 hours in KS1. In reception it forms part of the teacher directed sessions but can also be explored by the children in child initiated time. 2% of the school curriculum is devoted to drama / role play and speaking and listening activities. Further detail of the school curriculum can be found on the curriculum pages on the school website.

## Year 6

- \* Children write and perform sketches as part of their class / leaver's assembly.
- \* Role play in literacy and topic lessons to stimulate writing and developing understanding. Children act out different situations and write their own scripts for short sketches. They improvise using a range of drama strategies and conventions to explore themes.
- \* Visiting drama workshops / and on educational visits (e.g. Marlowe Theatre)

## Year 5

- \* Class Assembly (write and perform)
- \* Role play / drama in literacy and topic lessons is used to stimulate writing and to develop empathy. The children reflect on how working in role helps to explore complex issues.
- The children explore playscripts and analyse drama in film. They explore theatrical effects in drama.
- \* Visiting drama workshops / and on educational visits (e.g. Hall Place)

## Year 4

- \* Class Assembly (write and perform)
- \* Role play in literacy and topic lessons. In literacy, the children study a unit of work on playscripts. They have the opportunity to write their own sketches and perform these in front of each other. They develop their understanding of the conventions of play scripts.
- \* Drama activities on educational visits e.g. WW2 trip. Drama is used to stimulate writing and to develop empathy. They create roles showing how behaviour can be interpreted from different viewpoints.

## Year 3

- \* Class Assembly performance
- \* Role play in literacy and topic lessons. Children look at play scripts. They present events and characters through dialogue to engage the interest of an audience.
- \* They write and perform short sketches e.g. video interviews about the moon landings / space exploration.
- \* Children identify and discuss qualities of others' performances, including gesture and action
- \* Christmas performance

## Year 2

- \* Class Assembly performance
- \* Role play in literacy and topic lessons. Present part of traditional stories, their own stories or work drawn from different parts of the curriculum in front of an audience.
- \* Christmas performance
- \* Drama workshops on educational visits e.g. Dover Museum.

## Year 1

- \* Class Assembly performance
- \* Role play in literacy, CIA and topic lessons. The children act out familiar themes and characters through improvisation and role-play. They act out their own and well-known stories, using voices for characters.
- \* Christmas performance

## Year R

- \* Class Assembly performance
- \* Role play in literacy, CIA and topic lessons. The children use language to imagine and recreate roles and experiences
- \* Christmas performance
- \* Visiting drama workshops