

# Expressive Arts - Drama



## Progression Overview (Early, First and Second Level)

# GUIDANCE

The Overview provides a clear and structured framework to support practitioners in identifying key indicators of progress throughout each phase of development.

Designed to complement the Fife Progression Pathways, these materials support flexible and responsive planning, while aiding the monitoring and tracking of progress across organisers and skills.

Each CfE Level has been divided into phases to show progression within the Level.

| Early                  |         | First   |         |         | Second  |         |         | Third   |         |          | Fourth                             |          |          |
|------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|------------------------------------|----------|----------|
| Phase 1 – Prerequisite | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 | Phase 6 | Phase 7 | Phase 8 | Phase 9 | Phase 10 | Phase 11                           | Phase 12 | Phase 13 |
|                        |         |         |         |         |         |         |         |         |         |          | Used in some curricular areas only |          |          |

Benchmark statements are emboldened and embedded within each line of progression. Typically, Benchmarks appear at Phase 1 (Early), 4 (First), 7 (Second), 10 (Third) and 13 (Fourth) to illustrate achievement of a Level.

Effective use of this documentation is supported by:

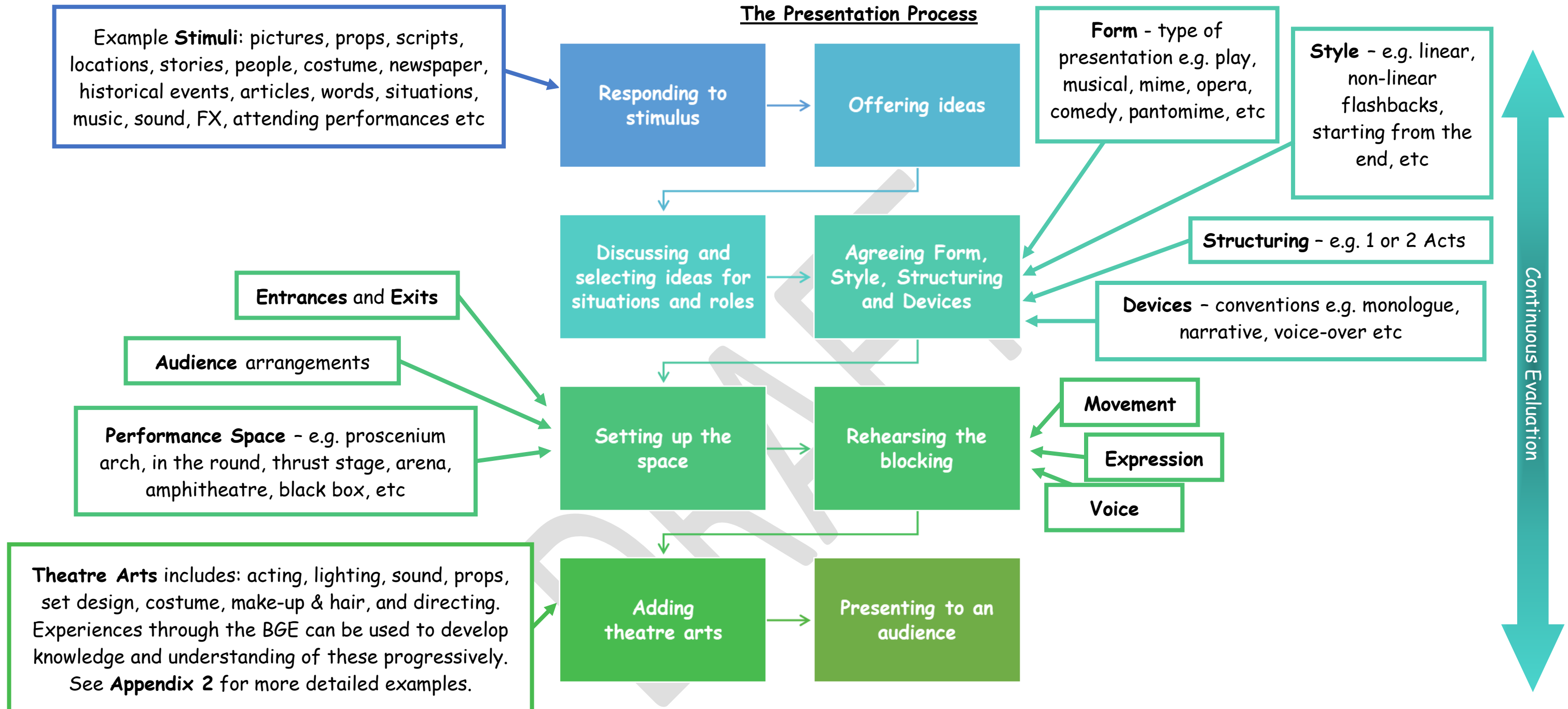
- Engagement in professional learning around Learning, Teaching and Assessment
- A collaborative, whole school/faculty agreement on consistent use for planning and assessment of knowledge, application and skills
- School-specific systems for evaluating learning and informing professional judgement

In Drama we have included a reminder of The Presentation Process diagram from the [Fife Progression Pathways](#) which applies at all levels.

## Teaching and Learning in Drama

All drama is a response to stimulus - a stimulus is anything that suggests ideas that can be developed into a presentation - a starting point.

### The Presentation Process



### EVALUATION

- **Continuous evaluation** involves using reflective skills during the creative process, without which the drama cannot develop.
  - **Identification of next steps** - you can then progress to evaluate your skills within the creative process.
- **Summative evaluation** involves retrospective judgement in order to learn from experience and set future targets.

**Approaches to evaluation** can be: Individual reflection; Group discussion; Teacher input; Video/audio review; Written tasks; Taped responses etc  
These approaches **should involve**: Outlining the work undertaken/seen; Giving opinions on effectiveness; Justifying these opinions; Proposing amendments.

|  |   | Early                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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|  | – | <p>Tries to be other people, creatures, or objects during play activities.</p> <p>Demonstrates basic awareness of voice and movement to express ideas.</p> <p>Explores familiar and imaginary situations through mime, mirror, and role-play.</p> <p>Expresses opinions on drama they watch.</p> <p>Listens to others' ideas.</p> | <p><b>Takes on a role within a play or dramatised situation, for example, a puppet show, a real or imagined situation, re-enactment of a story or traditional tale.</b></p> <p><b>Conveys through drama what characters in real or imaginary situations might say, do or feel, for example, being upset about losing a toy, what a character in a well-known fairy tale might say or how they might feel.</b></p> <p><b>Communicates their ideas through improvised drama i.e. making it up as they go along.</b></p> <p><b>Communicates ideas and feelings using aspects of voice, such as volume, expression and clarity.</b></p> <p><b>Communicates ideas and feelings using movement, for example, through body language, gestures, actions and posture.</b></p> <p><b>Communicates ideas and feelings using facial expressions, for example, to show</b></p> | <p>Begins to interpret and react to a variety of stimuli (such as pictures, props, or stories) by accepting a given role within a group.</p> <p>Explores facial expressions and body language appropriate to these situations.</p> <p>Speaks with clarity and appropriate volume when in character.</p> <p>Uses basic non-verbal communication to convey simple emotions.</p> <p>Works as part of a group to create short dramas through improvisation.</p> <p>Cooperates with others (e.g. taking turns) to take part in a group performance.</p> <p>Gives and accepts simple constructive feedback to improve their own work.</p> <p>Uses basic terminology, such as "freeze frame" or "role-play," to describe their activities.</p> | <p>Discusses and selects ideas for scenes and characters,</p> <p>Speaks using appropriate expression and pace for their character.</p> <p>Makes choices about the posture, gestures and facial expressions to intentionally portray specific traits.</p> <p>Begins recording what they develop as a script.</p> <p>Uses scripts (own and others) to rehearse and perform a planned piece.</p> <p>Shares views on what works well and suggests improvements using an increasing range of drama vocabulary (e.g., characterisation, dialogue, rehearsal).</p> | <p><b>Creates, chooses and takes on a role within a drama such as a real or imagined situation, re-enactment of a story, a traditional tale.</b></p> <p><b>Uses voice, considering use of volume, expression, clarity and pace to convey a character.</b></p> <p><b>Uses movement in roles, conveying a character through gestures, actions and posture.</b></p> <p><b>Uses expression in role, conveying a character through body language, for example, facial expression.</b></p> <p><b>Creates a short drama using improvisation, from a given stimulus, and working collaboratively.</b></p> <p><b>Shows understanding of how to work from a script by acting or speaking at the appropriate time, for example, in a nativity play, a sound story or a poem.</b></p> <p><b>Contributes towards the development of a drama, for example,</b></p> | <p>Uses characterisation techniques like hot seating and thought tracking to explore a character's internal thoughts and external traits.</p> <p>Explores individual voice (volume, tone, clarity) and movement (posture, gestures) that are appropriate for the character's physical traits and feelings.</p> <p>Shows an increasing awareness of how to adapt expression and body language to show how their character might interact with others in various situations.</p> <p>Shares thoughts on characters and events with basic reasons</p> | <p>Intentionally combines movement, expression, and voice to create a specific mood or atmosphere</p> <p>Selects and justifies props, lighting, and sound (including music and sound effects) to enhance a performance.</p> <p>Builds on others' ideas when developing plots, characters, and the use of theatre arts for a shared drama.</p> <p>Gives justified personal responses to drama experiences and explains what works well or could be improved using appropriate drama vocabulary (e.g., "intonation," "stage directions," "stimulus").</p> | <p><b>Conveys a character using characterisation techniques such as hot seating, role on the wall, thought tracking.</b></p> <p><b>Chooses voice appropriately for role, considering volume, tone, clarity, pace, characterisation, and emotion.</b></p> <p><b>Chooses appropriate movement for role, for example, to convey the character's setting, physical features, the character's feelings.</b></p> <p><b>Chooses relevant expression in role, showing how the character might interact with others, for example, through body language.</b></p> <p><b>Uses movement, expression and voice to create atmosphere, for example, a high pitched voice, wide eyes and crouched body to suggest a frightening situation.</b></p> <p><b>Creates a short</b></p> |

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|  |  |                        | <p>happy, sad, surprised, angry, scared.</p> <p>Shares thoughts and feelings about drama experiences, for example, during a discussion about characters or events in a drama, giving reasons for likes and dislikes.</p> <p>Shares views and listens appropriately to the views of others on their own or others' work.</p> |         |         | <p>by discussing aspects such as character, performance, or script, for example, what a character in a well-known story might say to another.</p> <p>Shares views and listens appropriately to the views of others about what works well and what could be improved in their own and others' work, using some drama vocabulary.</p> |         |         | <p>drama, as part of a group or individually, using improvisation or a published script.</p> <p>Builds on the contributions of others in developing ideas for a shared drama, with regard to plot, characters and theatre arts.</p> <p>Presents a short drama, as part of a group, using improvisation or a script.</p> <p>Uses theatre arts technology such as props, basic lighting and sound to enhance a performance effectively, for example, chooses appropriate music or makes sound effects to create atmosphere.</p> <p>Gives a personal response to drama experiences, with appropriate justification.</p> <p>Explains, with supporting reasons, what works well and what could be improved in their own and others' work, using appropriate drama vocabulary.</p> |
|  |  | Early                  |                                                                                                                                                                                                                                                                                                                             | First   |         |                                                                                                                                                                                                                                                                                                                                     | Second  |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  |  | Phase 1 – Prerequisite | Phase 1                                                                                                                                                                                                                                                                                                                     | Phase 2 | Phase 3 | Phase 4                                                                                                                                                                                                                                                                                                                             | Phase 5 | Phase 6 | Phase 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|  |  | Early                  |             | First       |             |             | Second      |             |         |
|  |  | Phase 1 – Prerequisite | Phase 1     | Phase 2     | Phase 3     | Phase 4     | Phase 5     | Phase 6     | Phase 7 |
|  |  |                        |             |             |             |             |             |             |         |

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