

Curriculum for Excellence - Drama Early Level

	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Drama	<p>I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. EXA 0-12a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 0-13a</p> <p>I use drama to explore real and imaginary situations, helping me to understand my world. EXA 0-14a</p> <p>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 0-15a</p> <p>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 0-01a / EXA 1-01a / EXA 2-01a</p>	<ul style="list-style-type: none"> • 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. • Communicates ideas and feelings using aspects of voice, such as volume, expression and clarity. • Communicates ideas and feelings using movement, for example, through body language, gestures, actions and posture. • Communicates ideas and feelings using facial expressions, for example, to show happy, sad, surprised, angry, scared. • 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. • Communicates their ideas through improvised drama i.e. making it up as they go along. • 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. • Shares views and listens appropriately to the views of others on their own or others' work.

Perth & Kinross Council Expressive Arts Framework - Drama Early Level

CREATING			
Intended Learning	Suggested Learning Activities	Suggested Success Criteria/Assessment	Suggested Resources
<p>We are learning-</p> <ul style="list-style-type: none"> • to express emotions through verbal and non-verbal communication • to use imagination to be different characters <ul style="list-style-type: none"> • to use different forms of stimuli 	<p>Explore the idea of character profiles</p> <ul style="list-style-type: none"> ○ Explore emotions and characters through verbal and non-verbal communication e.g. volume and facial expressions ○ Explore different ways of moving to convey meaning and emotions in a variety of contexts e.g. stomping feet for angry dinosaur, arms folded for grumpy giant, waving arms for cheering. ○ Explore different voices to portray characters <p>Use a variety of resources (e.g. puppets, costumes and props) to create and recreate imaginary situations e.g. use a puppet to be the narrator.</p>	<p>I can-</p> <ul style="list-style-type: none"> - speak quietly and loudly - use my face and voice to show feelings and emotions - use my body to act out how a character feels - pretend to be a character in a real-life or imaginary situation - speak in role as a character - show my imagination through what I say and do <ul style="list-style-type: none"> - respond to different stimuli - use props and costumes to bring a story/character to life 	<p><u>Stimulus</u> Pictures Poems Film/music clips – youtube Classical100.org Artwork</p> <p>Various props e.g. Huge set of keys, wicker basket, Shoe for Cinderella</p> <p>Dressing-Up Clothes</p> <p><u>Books</u></p> <p><i>Play Time</i> Julia Donaldson</p> <p><i>Stage Start – 20 Plays for Children</i></p>

<ul style="list-style-type: none"> • to act out imaginary and real life situations • to use props and costumes 	<p>Use a variety of drama activities (e.g. role play, recreating stories and rhymes) to create and recreate imaginary situations e.g. add own ideas to change the ending of a story or what might happen next?</p> <p>Explore a variety of ways to interpret and create a response to a given stimuli e.g. picture, artefacts, film clip, poem. E.g. picture of a mode of transport- discuss what's it used for, what is it made of, how fast it goes, where might it go and make up a character who might use it.</p> <p>Bring a picture to life which could include simple speaking parts.</p> <p>Explore what could happen next in a story e.g. "What if the three bears come home when Goldilocks is eating the porridge?"</p> <p>Respond verbally and non-verbally to a variety of stimuli e.g. stories, rhymes, props and costumes.</p> <p>Explore pretend activities and real life themes, situations and stories through imaginative play e.g. café, post office, vet.</p>	<ul style="list-style-type: none"> - use my voice and body to show the events in a story or song - take turns, listen to others, and share my ideas when working with peers - use my imagination to suggest ideas - interact with others in imaginary situations - join in with songs, rhymes and stories - use costumes and props to bring my work to life 	<p>Julie Meighan</p> <p><i>The Dramatic Difference V.</i> Brown and S. Pleydell</p> <p><i>Improve Your Primary School Through Drama</i> R. Dickinson, J. Neelands</p> <p><i>Drama Student Handbook</i> B. McGuire</p>
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PRESENTING			
Intended Learning	Suggested Learning Activities	Suggested Success Criteria	Suggested Resources
<p>We are learning -</p> <ul style="list-style-type: none"> • to show awareness of an audience • to communicate with an audience • to be a good audience member <ul style="list-style-type: none"> • to bring a character to life • to use props and costumes 	<p>Discuss and explore what makes a good performance e.g. speaking in a clear voice/facing the audience – try telling jokes</p> <p>Discuss and explore what makes a good audience member e.g. knowing when to be quiet and when to respond/join in</p> <p>Practise taking turns in speaking and knowing when to stay silent</p> <p>Experiment with using a microphone and how it affects our performance</p> <p>Perform a short song or familiar story/nursery rhyme and begin to include actions</p> <p>Talk as a character in a hot-seat</p> <p>Take on a role and present to an audience using actions/expressions e.g. Big Bad Wolf or Giant</p>	<p>I can-</p> <ul style="list-style-type: none"> - perform with confidence - perform in a relaxed manner - speak loudly and clearly - face my audience when performing - know when it is my turn to speak - use eye contact - show respect towards performers <ul style="list-style-type: none"> - remember words in a poem/story/song - add actions to my work - use my voice with expression to show how a character feels - use facial expressions to show how a character feels 	<p>Masks Microphone app Small World - miniature farm toys and doll's house etc Mini-stage Puppets Fabrics/materials Various props e.g.</p> <p><u>Books</u> <i>The Huge Bag of Worries</i> Virginia Ironside</p>

<p>- to use spaces safely and effectively</p>	<p>Use props and costumes to enhance a performance or character</p> <p>Use a prop to introduce a story/generate ideas e.g. Cinderella's slipper – who might it belong to?</p> <p>Move around working spaces safely in a variety of different ways e.g. funny walks, animal movements, giants, fairies.</p> <p>Play a variety of drama games e.g.</p> <ul style="list-style-type: none"> ○ What's the time Mr Wolf? ○ Cat and mouse ○ Fruit Salad- vocabulary can be changed to suit different topics 	<ul style="list-style-type: none"> - use body language to show how a character feels - speak as a character in a story - act out simple roles - recognise well known characters - problem solve in a drama scenario - use props and/or costumes effectively - copy a movement demonstrated by the teacher or peers - respond to a given action or instruction - be safe when working in a space 	
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EVALUATING AND APPRECIATING			
Intended Learning	Suggested Learning Activities	Suggested success Criteria/Assessment	Suggested Resources
<p>We are learning-</p> <ul style="list-style-type: none"> to be a good audience member <ul style="list-style-type: none"> to use feedback to improve performance 	<p>Discuss and demonstrate what makes a good audience member e.g. knowing when to be quiet and when to respond/join in/clap after the performance.</p> <p>Express their likes and dislikes of live/recorded performances trying to give reasons for their answers.</p> <p>Discuss what was good about a performance and how it could be improved (their own and others work.)</p> <p>Use a variety of ways to generate feedback e.g. AiFL techniques.</p> <p>Create a simple visual chart for performance evaluation.</p> <p>Encourage turn taking, co-operation and sharing.</p> <p>Video/photograph group activities to review, discuss and improve work.</p>	<p>I can-</p> <ul style="list-style-type: none"> - be a respectful member of an audience - be responsive to a performance - tell the presenters what I liked/enjoyed and why - describe how I feel when watching a performance - offer ideas to others - give and accept others' feedback on my work - use feedback to improve my work - use the performance chart to help me improve my work 	<p>Video recording – ipad</p> <p>Photographs</p>

