

Curriculum for Excellence - Drama First Level

	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Drama	<p>I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-12a</p> <p>Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through drama. EXA 1-13a</p> <p>I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. EXA 1-14a</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 1-15a</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"> • 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. • Uses voice, considering use of volume, expression, clarity and pace to convey a character. • Uses movement in roles, conveying a character through gestures, actions and posture. • Uses expression in role, conveying a character through body language, for example, facial expression. • Creates a short drama using improvisation, from a given stimulus, and working collaboratively. • 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. • Contributes towards the development of a drama, for example, by discussing aspects such as character, performance, or script, for example, what a character in a well-known story might say to another. <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>

Perth & Kinross Council Expressive Arts Framework – Drama First 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 use voice and body to express emotions to create and develop characters to develop a story 	<p>Copy and develop voice or movement demonstrated by teacher or peers e.g. using a gruff tone of voice and thudding feet for crossing the bridge as a troll.</p> <p>Explore the use of verbal and non-verbal communication to convey emotion, situation and ideas e.g. a range of facial expressions or excited, fast speaking voice for finding treasure.</p> <p>Experiment with using the voice in different ways to suit an activity e.g. changing pace, pitch, volume, tone.</p> <p>Explore mime, movement, voice and expression to create, develop and sustain a role.</p> <p>Create new and imaginative characters within a dramatic piece of work.</p>	<p>I can -</p> <ul style="list-style-type: none"> - demonstrate a range of facial expressions - use my voice in different ways - use my voice and facial expressions to convey feelings and experiences - demonstrate a range of different movements to show emotions - use voice and movement which can best portray the character - use an appropriate voice and facial expressions when in role as a character 	<p>http://slideplayer.com/slide/11504158</p> <p>http://www.bbc.co.uk/schools/gcsebitesize/drama/exploring/drama_mediumrev6.shtml</p> <p>Little Red Riding Hood, Jack and the Beanstalk by Mara Alperin</p> <p>Mad about Dinosaurs, Rumble in the Jungle, etc by Giles Andreae</p> <p>Twinkle Christmas mime game cards</p> <p>Twinkle Resources Mime differentiated role play</p>

<ul style="list-style-type: none"> • to use a variety of different stimuli • to improvise 	<p>Explore a range of situations to create characters – both real and imaginary e.g. climate change or a haunted house.</p> <p>Take on the role of a character in hot-seat – individually or in a group.</p> <p>Explore and create movement, sound and language through the world of make-believe and familiar characters.</p> <p>Continue to develop character profiling skills from stories, e.g. role-on-the-wall – to find out more about the character.</p> <p>Suggest ideas to solve a simple problem in a story or in an imaginative situation e.g. how to escape off a desert island.</p> <p>Interpret and react to a variety of stimuli, e.g. posters, pictures, audio-visual clips, piece of music, animation, costumes, props, puppets, fabrics.</p> <p>Explore and create voices for puppets and sustain that voice to stay in character.</p> <p>Create different/alternative endings to well-known stories</p> <p>Explore real and imaginary situations</p>	<ul style="list-style-type: none"> - use improvised and scripted language appropriate to the role or character - add details when creating a character - describe and/or write how a character might look or act - stay in role and interact with a main character - describe what a character would do to solve a problem - contribute an idea to help solve a simple drama problem - respond sensitively and responsibly to a range of stimuli - stay in role when interacting with other characters - end a story in an interesting, unexpected or expressive way - work as part of a group to create a 	<p>challenge cards</p> <p>Carnival of the Animals by Saint-Saëns</p>
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	<ul style="list-style-type: none"> ○ without any background sound ○ to a piece of music/sound effects or soundtrack ○ to sounds created by themselves <p>Respond to music to show how different animals move e.g. Saint-Saens, Carnival of the Animals</p> <p>• to hot-seat</p> <p>Pretend to be a character and answer questions from the audience e.g. Captain Hook – How did you lose your hand? Why do you not like Peter?</p> <p>A vet – What animals do you help the most? When did you decide you wanted to be a vet?</p> <p>• to use teacher-in-role</p> <p>Respond to teacher in role, e.g. teacher as the castle cook, pupils as servant, Victorian school/army sergeant</p> <p>Pupils can take turns to be the lead role.</p> <p>• to work from a script</p> <p>Use a script extract with 2-4 characters. Teacher first reads through the script, modelling characters voices, tone, pace etc. for the children to repeat. Pupils should work in groups to cast the characters within their group (or with</p>	<ul style="list-style-type: none"> - use clear actions/gestures - use a range of facial expressions - use my body to move like different animals - respond in character to questions from the audience - provide more detailed answers in response to questions from the audience - interact appropriately with teacher/peers when in role - suggest different scenarios for teacher-in-role - follow the script/story - listen for cues and know when to speak - listen to cues and know when to 	
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	teacher support.) Allow time for pupils to rehearse the lines independently. Perform their extract to the rest of the class.	<p>respond/move/exit/enter</p> <ul style="list-style-type: none"> - learn the lines of a simple script - demonstrate a range of drama techniques to improve a piece of work 	
PRESENTING			
Intended Learning	Suggested Learning Activities	Suggested Success Criteria	Suggested Resources
<p>We are learning –</p> <ul style="list-style-type: none"> • to develop presentation skills 	<p>Use and memorise scripts to rehearse and present drama to an audience.</p> <p>Explore a range of vocal dynamics in activities to express the feelings or emotions of a character.</p> <p>Explore the use of movement skills to enhance characterisation.</p> <p>Develop presentation skills with an emphasis on volume and a variety of vocal expressions.</p> <p>Re-enact a short story or situation described by teacher or pupil.</p> <p>Explore different ways of presenting e.g. in pairs, a group, on a stage, etc.</p>	<p>I can</p> <ul style="list-style-type: none"> - remember my lines from the script - sustain a character role throughout a performance - use voice and movement appropriately while in role - express thoughts and feelings of a character with increasing confidence - capture the attention of the audience - make myself be heard and understood by the audience - position myself so I can be seen by an audience. - present my own work to an audience 	<p>Props</p> <p>Costumes</p> <p>Rubric for assessment</p>

<ul style="list-style-type: none"> • use sound effects 	<p>Explore sound effects to enhance performances e.g. use body/vocal/instrumental sounds to create footsteps/rain etc.</p> <p>Explore the use of sound effects or a piece of music to represent a character which is played each time the character enters/exits.</p>	<ul style="list-style-type: none"> - experiment with different materials to create sound effects - add sound effects to enhance characters, events and places - create or choose appropriate sounds to match the story or character 	
<ul style="list-style-type: none"> • use technology 	<p>Use technology to record sound effects for a piece of drama e.g. ipad or sound/video recorder</p> <p>Film performances using ipad or video recordings as a means of peer/self-evaluation of performances.</p>	<ul style="list-style-type: none"> - record and play back sound effects at the correct time - use a form of video recorder 	
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 	<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>I can-</p> <ul style="list-style-type: none"> - be a respectful member of an audience - be responsive to a performance - respond appropriately during a live 	

