

Primary Drama Learning Outcomes and Assessment Programmes

<u>YEAR 3</u>		
BROAD LEARNING OUTCOME	ASSESSMENT	SUBJECT FOCUS
I can use simple theatre conventions, <i>such as still and moving images</i> to depict simple scenes.	Telling a short story through static frames	<i>Making Drama</i>
I can react to questions and dialogue with the Teacher-in-Role and in role-playing	Short dialogue building between two	<i>Making Drama</i>
I can use theatre conventions <i>such as still and moving images and simple improvised dialogue</i>	Creating a sentence for characters in a picture	<i>Performing Drama</i>
I can perform simple scenes for my classmates and others.	Simple short storytelling	<i>Performing Drama</i>
I can express my thoughts and feelings about a performance I have seen or participated in	Discuss a short story or cartoons	<i>Reflecting Drama</i>
I can express myself by asking and answering simple questions about a scene or story, to which I can relate to	Asking the right questions to understand better what is happening	<i>Reflecting Drama</i>
I can explore problems in imagined situations, out of stories from real contexts and short texts, to interpret them and plan short simple scenes.	Spin-off a short scene from a given text	<i>Making Drama</i>
I can select simple props and role signifiers, to enhance meaning during a short scene.	Choosing a prop for a character in a given scene	<i>Making Drama</i>
I can take part as a character in improvised role-play and “living-through”	Adding a character to a scene	<i>Performing Drama</i>
I can take part in drama scenes, led by the Teacher-in- Role and in small groups.	Performing a rehearsed script	<i>Performing Drama</i>
I can explain in simple terms of how and why, a character has reacted to a situation or problem.	Finding reasons for a given action	<i>Reflecting Drama</i>
I can discuss ideas with others	Give and take ideas in a group	<i>Working together in Drama</i>

YEAR 4

BROAD LEARNING OUTCOME	ASSESSMENT	SUBJECT FOCUS
I can identify dramatic aspects, <i>such as conflict, turning points and characters</i> , in well-known stories and events.	Analysing a real-life conflict through different characters' perspectives	<i>Making Drama</i>
I can use still and moving images, captions and improvisation to explore situations and devise short scenes	Giving a title to a simple short performance	<i>Making Drama</i>
I can use simple props and sounds, in a short performance, to create mood and atmosphere.	Choosing the right prop and creating live sound effects for a scene	<i>Performing Drama</i>
I can use theatre conventions to create atmosphere and perform short scenes devised from improvisation	Creating the right mood for an improvised scene	<i>Performing Drama</i>
I can suggest and explain, in simple terms, what made a performance successful	Discussing one's own successful performance	<i>Reflecting Drama</i>
I can decide on roles and responsibilities when planning and participating in simple scenes.	Assigning roles to different classmates	<i>Working together in Drama</i>
I can plan and use improvised dialogue from existing texts to create short scenes	Simple Improvisations on a text	<i>Making Drama</i>
I can use theatre conventions to create atmosphere and perform short, rehearsed scenes devised from scripts	Creating the right mood for a given scripted scene	<i>Performing Drama</i>
I can experiment with facial expressions, gestures, movement and props in short, improvised scenes	Expressing simple emotions with facial expressions and movement	<i>Performing Drama</i>
I can discuss drama work (mine and others), showing understanding of meaning and emotion	Understanding a scene (own or others') through emotions expressed	<i>Reflecting Drama</i>
I can identify and explain how characters in a drama can be portrayed in ways that are believable	Imitating a character from a given scene	<i>Reflecting Drama</i>
I can actively listen, ask and answer questions as part of a group	Active participation in a group	<i>Working together in Drama</i>

YEAR 5

BROAD LEARNING OUTCOME	ASSESSMENT	SUBJECT FOCUS
I can outline situations and problems, plan, and shape a sequence of events – (who, when, where, what happened)	Building a simple story	<i>Making Drama</i>
I can select or create symbolic props and costumes, appropriate to a character or scene.	Using props and pieces of cloth for costumes to accompany a scene	<i>Making Drama</i>
I can express mood, emotion, age and character traits when responding to others in role	Building different characters in role and expressing them through different body movements	<i>Performing Drama</i>
I can use props, costume signifiers and sound effects to enhance dramatic effect	Choosing props, costumes and sound effects for a short monologue	<i>Performing Drama</i>
I can recognise and point at some strengths and weaknesses in a piece of drama	Critical analysis of a scene	<i>Reflecting Drama</i>
I can take turns, share ideas and opinions in a group.	Build upon ideas from own group	<i>Working together in Drama</i>
I can identify the key dramatic aspects <i>e.g. conflict, turning points, and characters</i> , in simple scripts.	Discuss the buildup of a story	<i>Making Drama</i>
I can plan and create a scene that will explore ideas, issues or relationships structured in appropriate theatre forms	Building a simple script on a given theme	<i>Making Drama</i>
I can perform devised or improvised scenes to create mood and atmosphere	Performance of a rehearsed piece in front of a small group	<i>Performing Drama</i>
I can identify some conventions and technical elements that might be areas for improvement	Suggesting ways to better a performance	<i>Reflecting Drama</i>
I can identify the themes and issues in my own work and others' and suggest what made the performance effective	Building a performance from prose	<i>Reflecting Drama</i>
I can communicate confidently in groups to negotiate and plan a performance	Compiling own or others' ideas in a group	<i>Working together in Drama</i>

YEAR 6

BROAD LEARNING OUTCOME	ASSESSMENT	SUBJECT FOCUS
I can plan, improvise and write simple scripts demonstrating understanding of characterisation, dialogue, and setting	Improvise on a given scene to express depth of understanding same scene	<i>Making Drama</i>
I can plan for and structure improvised drama to develop dramatic narrative such as narration or mime	Improvise through narration and mime	<i>Making Drama</i>
I can perform devised or improvised scenes to convey meaning clearly through movement and speech.	Interpreting a character's movement and speech in front of a small group	<i>Performing Drama</i>
I can experiment with voice and movement to interpret different characters	Make good use of voice and movement to interpret a character	<i>Performing Drama</i>
I can discuss the choices on performing preferences and consider alternative responses.	Interpreting the same character in different ways	<i>Reflecting Drama</i>
I can discuss the actions and reactions of characters in a performance and consider alternative responses	Discussing and improving on a performance (own or others')	<i>Reflecting Drama</i>
I can select appropriate lighting, sound effects, props, sets or costumes and plan to use in a scene	Building a scene to the full including light, sound, props, costume and set	<i>Making Drama</i>
I can describe and interpret conflict, turning points and characters, in scripts and texts	Identify the buildup of a script	<i>Making Drama</i>
I can sustain a role and respond in character, experimenting with voice and movement	Improvising with voice and movement in character	<i>Performing Drama</i>
I can use simple lighting and sound effects, music, props and costumes to enhance a performance.	Choosing between using and not using a prop, sound effect or costume to enhance a performance	<i>Performing Drama</i>
I can describe simple techniques or performance to enhance audience's enjoyment and/or understanding	Analysing a performance from an audience's perspective	<i>Reflecting Drama</i>
I can explore situations and devise scenes together with others in a group	Build and perform a short script in a group	<i>Working together in Drama</i>