

MANCHESTER COMMUNICATION PRIMARY ACADEMY

INTENT AND SEQUENCING

Drama Subject Overview

Curriculum



Y1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEAD SUBJECT	UNDER THE SEA	THE GREAT FIRE OF LONDON	DINOSAURS	THE ROYAL FAMILY	WHERE WE LIVE	
FOCUS	Drama	Drama	Music	Music	Music	Music
OBJECTIVES	1: TBAT follow instructions on using space and movement.	1: TBAT use movement and facial expressions in response to a narrator.	Charanga. Sp1: In The Groove	Charanga. Su1: Your Imagination	Charanga. Au1: Hey You!	Charanga. Su2: Reflect, Rewind and Replay
	2: TBAT use simple props when guided by others.	2: TBAT show an awareness of the space around them and move accordingly.				
	3: TBAT work with others in adopting a role.	3: TBAT use appropriate facial expressions in short role-play performances.				
	4: TBAT take part in small group role play when guided by others.	4: TBAT use voice with an appropriate volume and clarity.				
	5: TBAT present an 'underwater' story in a small group (guided by an adult).	5: TBAT portray a basic character using appropriate facial expressions.				
		6: TBAT portray a basic character using voice				
OUTCOME	Underwater story	Christmas performance				
KEY VOCAB	Movement, slow, fast, high, low, heavy, light, props, narration.	Facial expressions, movement, sound, vocal projection.				

Y2						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEAD SUBJECT	PIRATES	GUNPOWDER PLOT	ON SAFARI	MAGNIFICENT MANCUNIAN	OH I DO LIKE TO BE BESIDE THE SEASIDE	STORIES FROM AROUND THE WORLD
FOCUS	Drama	Music	Music	Music	Music	Drama
OBJECTIVES	1: TBAT take part in imaginative play with others (teacher led).	Charanga. Au2: Ho Ho Ho	Charanga. Au1: Hands, Feet, Heart	Charanga. Sp1: I Wanna Play in a Band	Charanga. Su1: Friendship Song	1: TBAT take part in imaginative play with others (in a smaller group).
	2: TBAT practise ideas for acting out stories, considering space and movement.					2: TBAT practise ideas for acting out stories, considering space, movement and use of voice.
	3: TBAT experiment with simple props.					3: TBAT have an awareness of use of voice.
	4: TBAT take part in narrated small group play (pupil led).					4: TBAT take part in narrated small group play (pupil led).
	5: TBAT present a 'pirate story' using a narrator and props.					5: TBAT present a retelling of 'The Boy who Cried Wolf', using all of the above skills.
OUTCOME	Pirate story					Retell the story - The Boy who Cried Wolf
KEY VOCAB	Voice, projection, audience, movement, loud, quiet, narrator, props.					Voice, projection, audience, movement, loud, quiet, narrator, characterisation.

Y3						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEAD SUBJECT	ANCIENT EGYPT	NATURAL DISASTERS	ROMANS IN BRITAIN	TUDORS	CONTRASTING SETTLEMENTS	
FOCUS	Music	Music	Drama	Drama	Music	Music
OBJECTIVES	Charanga. Auz: Glockenspiel Stage 1	Charanga. Sp1: Three Little Birds	1: TBAT improvise a response to a familiar situation using appropriate facial expressions and voice (teacher led).	1: TBAT practise the following skills - freezing, appropriate facial expressions and body language.	Charanga. Sp2: The Dragon Song	Charanga. Suz: Reflect, Rewind and Replay
			2: TBAT improvise a response to a familiar situation using appropriate facial expressions and voice (pupil led).	2: TBAT understand and experiment with status, power and levels when staging a tableau.		
			3: TBAT apply 'mantle of the expert' in small groups.	3: TBAT consider the impact of staging, commenting on status, power and levels.		
			4: TBAT improvise short battle scenes in role and use WWW and EBI to evaluate, using drama-specific vocab.	4: TBAT apply skills to create tableaux in small groups.		
			5: TBAT perform a 'Roman battle scene', adopting specific roles.	5: TBAT apply skills and use thought tracking for different characters through tableaux.		
OUTCOME			Roman battle scene	Tableaux and drama activities based around Henry VIII/Elizabeth I		
KEY VOCAB			Improvise, improvisation, facial expressions, voice, volume, 'mantle of the expert', eye-contact.	Tableau, Tableaux, thought tracking, freezing, levels, staging, facial expression, body language, status, power, eye-contact		

Y4						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEAD SUBJECT	MEDICINE THROUGHOUT HISTORY	VIKINGS	POLLUTION	EXTREME WEATHER	MANCHESTER, SO MUCH TO ANSWER FOR	DRAGONS
FOCUS	Music	Music	Drama	Music	Music	Drama
OBJECTIVES	Charanga. Au1: Mamma Mia	Charanga. Au2: Glockenspiel Stage 2	1: TBAT respond dramatically to different stimuli linked to pollution.	Charanga. Sp2: Lean on Me	Charanga. Su1: Blackbird	1: TBAT experiment with intonation and tone of voice.
			2: TBAT participate in a 'conscience alley' activity, discussing sea pollution.			2: TBAT experiment with intonation and tone with lines from the poem.
			3: TBAT participate in a 'conscience alley' activity, discussing air pollution.			3: TBAT add movement and gesture
			4: TBAT participate in a whole class debate, using prior knowledge.			4 and 5: TBAT perform 'The Dragon who ate our School' with appropriate tone, volume and intonation, alongside actions.
			5: TBAT participate in a small group debate, using prior knowledge			
OUTCOME						Performance poetry The Dragon who ate our School
KEY VOCAB						Intonation, tone, volume, gesture, movement, actions, audience, purpose, poem, poetry, recite.

Y5						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEAD SUBJECT	INDUSTRIAL REVOLUTION	CHARLES DICKENS	THE BRITISH ISLES	MOUNTAINS AND RIVERS	ANCIENT GREECE	GREEK MYTHOLOGY
FOCUS	Drama	Music	Music	Music	Music	Drama
OBJECTIVES	1: TBAT participate in role-play, linked to the Victorians (trip to QBM).	Charanga. Au1: Livin' on a Prayer	Steel Drums	Steel Drums	Charanga. Sp1: Make You Feel My Love	1: TBAT understand the conventions of Greek Theatre and theatrical techniques (asides, audience participation, choral speaking, stage directions, silence, pace).
	2: TBAT participate in tableaux, adopting different roles of Victorian children, applying skills.					2: TBAT understand how scripts and stage directions translate into performance.
	3: TBAT critically appraise their recorded performance and respond to feedback/improve.					3 and 4: TBAT follow direction through performance, maintaining role and sustaining appropriate mood/atmosphere.
	4: TBAT take on the role of different characters, using a range of different character techniques (phone a friend, agony aunt, interview).					5: TBAT perform 'Perseus and Medusa' within a full class performance, following direction and including appropriate intonation, volume, movement, gesture, and characterisation.
	5: TBAT adopt different roles and respond in 'hot seating' activity, sustaining their role in character.					
OUTCOME	Drama based activities linking to children in the Victorian Era.					Playscript - 'Perseus and Medusa'
KEY VOCAB	Role-play, tableaux, appraise, characterisation, improvisation, 'hot seating', roles, audience.					Greek theatre, asides, audience participation, choral speaking, stage directions, silence, pace, scripts, performance, direction, characterisation, intonation, volume, movement, gesture.

Y6						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEAD SUBJECT	MACBETH	CRIME AND PUNISHMENT	WARTIME IN BRITAIN	WARTIME ABROAD	RAINFORESTS	RAINFORESTS
FOCUS	Drama	Music	Drama	Music	Music	Music
OBJECTIVES	1: TBAT critically respond to various performances of S1 of 'Macbeth', using accurate terminology.	Charanga. Sp1: A New Year Carol	1: TBAT understand the conventions of a script and the use of stage directions.	Charanga. Au1: Happy	Charanga. Su1: Music and Me	Charanga. Sp2: You've Got a Friend
	2: TBAT explore characterisation of a witch.		2: TBAT improvise a scene of child evacuees, using a range of skills (facial expressions, tone of voice, intonation, movement, gesture, staging).			
	3: TBAT implement characterisation of a witch, taking into account intended audience.		3: TBAT devise a simple script using previous improvisation.			
	4: TBAT explore and understand different staging set-ups and the effects of them.		4: TBAT rehearse their devised script, and provide feedback using WWW and EBI.			
	5: TBAT use knowledge to stage and perform the witches scene from 'Macbeth'		5: TBAT perform their scene, and evaluate their own performance using accurate terminology.			
OUTCOME	'Macbeth' witches scene		Devised script and scene of child evacuees			
KEY VOCAB	Staging, proscenium arch, traverse, apron, 'in the round', thrust, characterisation, movement, gesture, voice, gait, upstage, downstage, stage left, stage right, centre stage, wings, intonation.		Script, stage directions, set, staging, improvisation, facial expressions, tone of voice, intonation, movement, gesture, devise, characterisation, evaluate, direction.			