

Year 6 Drama

Areas of Learning

- Physical comedy
- Shakespeare text: e.g. A Midsummer Night's Dream
- Chorus
- Poetry in performance
- Creating, adapting and sustaining roles for performance
- Devising and scripting scenes
- Reading and performing scripts
- Evaluating and applying knowledge and understanding

Approaches to learning

- Examining historical context, character presentation and relationships (in The Tempest)
- Activity related drama warm ups and games
- Working in groups to create freeze frames, soundscapes, mind traps, mime sequences, short improvisations or devised scenes
- Working in groups to direct and perform pieces of script
- Hot-seating and thought-tracking
- Writing new scenes or characters into a story or poem in the manner of the writer
- Reading and performing poems and scripts as a chorus and individually
- Exploring text through various forms of writing (script, letters, diaries)
- Structuring improvisations and performing devised and scripted plays
- Responding to performances: To evaluate a piece of drama taking into account atmosphere, staging pace, movement, gesture and delivery of lines and the needs of an audience

Examples of learning

In role as different characters in Scrooge's life, each pupil writes one 'thought' about Scrooge. In groups of five pupils create a 'mind trap' speaking the thoughts at escalating volume to portray his mindset before deciding to 'change his ways'. Physical theatre warm ups, status games and a specific status/clowning exercise used to build a foundation for acting the 'Mechanicals' in A Midsummer Night's Dream Act 3 Scene 1 (Edited version).

References

National Curriculum for England 2014 – English KS2
Drama in schools: Arts Council England
A Practical Guide to Shakespeare for the Primary School: John Doona
Nelson Thornes: Developing Fiction and Non-Fiction Skills