

Drama

Fulbridge Curriculum

Arts and Creativity Curriculum

Section 1: Voice

Section 2: Listening & Memory

Section 3: Use of Space

Section 4: Character



Fulbridge Academy



The Four Cs
Curiosity Confidence Courage Constancy

Knowledge

Skills

Skills breakdown

Arts and Creativity Curriculum			Section 1: Voice			Drama		
Area of Curriculum	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Voice	Say their name.	<p>Introduce themselves to the class.</p> <p>Speaking a full sentence in the circle, including an element they choose themselves - eg, favorite colour.</p>	<p>Speak in front of the class with confidence.</p> <p>Presenting onstage.</p>	<p>Use the voice to portray character.</p> <p>Choose pitch, volume.</p> <p>Pitch</p>	<p>Understand the effort levels of the voice.</p> <p>Communicate with partner from close together to far away to encourage projection.</p> <p>Dialogue</p>	<p>Be mastering voice work - always supporting the voice and exploring the use of it to play different characters.</p> <p>Anchoring.</p>	<p>Explore different scripts/texts/poems and be able to choose appropriate vocal qualities to make sense of the dialogue.</p>	<p>Be able to speak with complete conviction, and make their lines seem like they are the first time they've spoken them.</p> <p>Performing to an audience.</p>
		<p>Throw their voice to the audience.</p> <p>Audience</p>			<p>Project their voices.</p>	<p>Speak with clarity and energy and pick out the important words in a line.</p> <p>Emphasis</p>	<p>Speak with good diction.</p> <p>Pronouncing all consonants and vowel sounds well. Getting mouths round tricky words.</p> <p>Diction</p>	<p>Project every line throughout an entire performance so the audience can hear every word clearly and understand the story.</p>

Arts and Creativity Curriculum			Section 2: Listening and Memory			Drama		
Area of Curriculum	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Listen to a story.	<p>Listen and respond.</p> <p>Follow instructions in Simon Says.</p>	<p>Actively listen and respond to instructions.</p> <p>Director's Coming</p>	<p>Be able to focus.</p> <p>Create a chain of more than one subject - catch my name.</p> <p>Focus</p>	<p>Listen to peers and follow pupil led warm ups.</p> <p>Vocal Warm Up</p> <p>Warm Up</p>	<p>Be able to think on the spot, listen and react in character and accept ideas.</p> <p>Freeze. Yes and... Improvisation Improv Blocking</p>	<p>Actively listening for cues to make speech seem naturalistic.</p>	<p>Listening for cues both on and offstage.</p>
Memory			<p>Remember one line off by heart</p>	<p>Remember two lines off by heart</p>	<p>Remember a short scene off by heart</p>	<p>Remember a long scene off by heart</p>	<p>Remember a few scenes off by heart</p>	<p>Remember a character's lines in a whole script off by heart</p>

Arts and Creativity Curriculum			Section 3: Use of Space			Drama		
Area of Curriculum	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use of Space		Find a space Space	Understand the areas of the stage. Director's Coming Stage Left Stage Right Upstage Downstage	Use the space to aid storytelling. Entrance Exit	Understand how positions onstage can show status, convey emotions and relationships of characters. Status	Be able to block a scene by themselves showing effective use of space and mastered stagecraft to perform to an audience. Contentless Scene Blocking	Be able to interpret a piece of script, understanding the layout, stage directions, characters etc. Stage Directions	Be able to take direction and feel comfortable and at home on stage, understanding all terminology.
				Use frozen pictures to tell a story. Fairy Tales told in five pictures and presented to class.	Always face the audience. Blocking Director	Tell a story clearly.	Follow direction and do the same blocking on stage every time.	Understand how the use of lighting and sound can aid storytelling.

Arts and Creativity Curriculum			Section 4: Character			Drama		
Area of Curriculum	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Character		Be able to play and pretend. Riminee Ree Performance	Use their imaginations to become different objects/animals/ basic characters. Imagination	Be able to create a generic character through their physicality. Sculptor and clay. Character	Be able to create a character matching up their vocal choices with their physical choices. Gesture Posture	Be able to convincingly embody a character. Choose posture, gesture, voice and facial expressions.	Be mastering character work by interpreting from the script they are given Script work.	Be able to maintain in character for a full performance, transforming themselves physically and vocally.
				Use different facial expressions. Facial Expression	Transform into character for a scene.	Decide on character's background. A Day In The Life	Develop how they feel about the situation they are in.	Understand and convey emotion. Emotion
						Answer questions in a hot seating situation. Hot Seating	Develop character's personality.	Be able to talk about their character in a wider context. Context