

**Valley Park Primary School
Drama: Progression in skills**

Year	Oracy	Stage Awareness	Rehearsal and Reflection	Dramatisation and characterisation
6	<ul style="list-style-type: none"> Engage a large range of audiences for sustained periods through skilful intonation to emphasise meaning. Produce speech sounds that are clear and easy to understand. Project voice consistently for a large audience and all audience types. 	<ul style="list-style-type: none"> Sustainably and naturally cheat performances out to the audience. Use blocking involving all 8 stage positions and levels. Contribute to blocking ideas which may be appropriate. Use a wide range of appropriate facial expressions and body movements to emphasise mood, feelings and actions 	<ul style="list-style-type: none"> Reflect on own and other, including professional, performances and suggest a range of improvements. Rehearse, repeat and refine performance based on feedback, until it is high quality. Improve performance skills using drama activities/games – apply these to own practice 	<ul style="list-style-type: none"> Use a wide range of different tones and pitch of voice and adapt voice according to character, feeling and situation Use improvisation to create a range of both naturalistic and stylised performance techniques. Read aloud wide variety of texts, including supplied and self-written play scripts.
Rowan	Use objectives taken from Y2 – 6.	Use objectives taken from Y2 – 6.	Use objectives taken from Y2 – 6.	Use objectives taken from Y2 – 6.
5	<ul style="list-style-type: none"> Engage a range of audiences for sustained periods through intonation to emphasise meaning. Produce speech sounds that are clear and easy to understand. Project voice for a large range of audience types. 	<ul style="list-style-type: none"> Sustainably cheat performances out to the audience. Use blocking involving all 8 stage positions and some levels. Contribute to blocking ideas which may be appropriate. Use a range of appropriate facial expressions and body movements to emphasise mood, feelings and actions 	<ul style="list-style-type: none"> Reflect on own and other, including professional, performances and suggest some improvements. Rehearse, repeat and refine performance based on feedback, until it is good quality. Improve performance skills using drama activities/games – apply these, with support, to own practice 	<ul style="list-style-type: none"> Use many different tones and pitch of voice and adapt voice according to character, feeling and situation Use improvisation to create some naturalistic and stylised performance techniques. Read aloud a rage of texts, including supplied and self-written play scripts.
4	<ul style="list-style-type: none"> Engage a range of audiences for sustained periods through intonation to emphasise meaning. Produce speech sounds that are clear and easy to understand. Begin to project voice for a range of audience types. 	<ul style="list-style-type: none"> Begin to cheat performances out to the audience. Use blocking involving all 8 stage positions. Contribute to blocking ideas which may be appropriate. Use a range of facial expressions and body movements to emphasise mood, feelings and actions 	<ul style="list-style-type: none"> Reflect on own and other, including professional, performances and suggest some improvements. Rehearse, repeat and refine performance based on feedback to improve performance quality. Improve performance skills using drama activities/games – apply these, with support, to own practice. 	<ul style="list-style-type: none"> Use some different tones and pitch of voice and adapt voice according to character, feeling and situation Use improvisation to create some naturalistic and stylised performance techniques. Read aloud some texts, including supplied and self-written play scripts.
3	<ul style="list-style-type: none"> Engage audiences for sustained periods through intonation to emphasise meaning. Produce speech sounds that are clear and easy to understand. Begin to project voice for a range of rehearsal/performance spaces. 	<ul style="list-style-type: none"> Begin to cheat performances out to the audience. Use and remember blocking involving 4 stage positions. Use a range of facial expressions and body movements to emphasise mood, feelings and actions 	<ul style="list-style-type: none"> Reflect on own and other, including professional, performances. Rehearse, repeat and refine performance based on feedback to improve performance quality. Improve performance skills using drama activities/games – apply these, with support, to own practice. 	<ul style="list-style-type: none"> Use different tones and pitch of voice and adapt voice according to character and feeling Use improvisation to practice naturalistic and stylised performance techniques. Read aloud some texts, including supplied and self-written play scripts.
2	<ul style="list-style-type: none"> Independently adapt voice for purpose (whisper, shout at the right time etc) Develop speech sounds that are often clear and easy to understand 	<ul style="list-style-type: none"> Become aware of audience placement. Use and remember blocking involving 2 stage positions (front and back) Use some facial expressions and body movements to emphasise mood, feelings and actions 	<ul style="list-style-type: none"> Reflect on own and other, including professional, performances. Rehearse and repeat performance based on feedback to improve performance quality. Improve performance skills using drama activities/games – apply these, with support, to own practice. 	<ul style="list-style-type: none"> Use different tones and pitch of voice and adapt voice according to character and feeling Practice naturalistic and stylised performance techniques. Explore characters and people through role play techniques
1	<ul style="list-style-type: none"> With support, adapt voice for purpose (whisper, shout at the right time etc) Develop speech sounds that are often clear and easy to understand 	<ul style="list-style-type: none"> Develop awareness of audience and performer. Use and remember simple blocking Use some facial expressions and body movements to emphasise storytelling 	<ul style="list-style-type: none"> Reflect on own and other, including professional, performances. Rehearse performances based on feedback Improve performance skills using drama activities/games – apply these, with support, to own practice. 	<ul style="list-style-type: none"> Use different tones and pitch of voice and adapt voice according to character Practice naturalistic and stylised performance techniques. Explore characters and people through role play techniques
Rec	<ul style="list-style-type: none"> Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play. 	<ul style="list-style-type: none"> Confident to speak to others about their own needs, wants, interests and opinions. 	<ul style="list-style-type: none"> Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<ul style="list-style-type: none"> Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.
Nur	<ul style="list-style-type: none"> Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Uses vocabulary focused on objects and people that are of particular importance to them. 	<ul style="list-style-type: none"> Is more outgoing towards unfamiliar people and more confident in new social situations. 	<ul style="list-style-type: none"> Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. 	<ul style="list-style-type: none"> Uses intonation, rhythm and phrasing to make the meaning clear to others.

2FEL	<ul style="list-style-type: none">• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.	<ul style="list-style-type: none">• Expresses own preferences and interests.	<ul style="list-style-type: none">• Introduces a storyline or narrative into their play.	<ul style="list-style-type: none">• Responds to the feelings and wishes of others.
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