

Knowledge Organiser - Drama Year 2



Experiences

Independent work, paired activities, and group activities. Children will perform to the class small sections of the work they have done. Meet different characters and use role play to explore stories.

Key Knowledge

Competent learner - Share ideas and explore issues in an imagined context, negotiating the space around them. Take part in a range of drama strategies, cooperating with others. Begin to use simple props, symbols, and images to represent meaning. Begin to use voice and body to create characters in an imagined way. Engage in dramatic play using stories and other stimuli.

Active & healthy learner - Understands and begins to explain which activities are good for our mental health and why it is important to stay physically active. Begin to understand about good and not so good feelings.

Key Vocabulary

positive attitude	dramatic play	good health
feelings	responding	reflection
co- operative	listening	respect

Reflective learner - Listens and responds to set tasks and words, following set expectations and rules. Think about a variety of situations and begins to use drama to make sense of them. Begins to discuss their work and the work of others. Understands the difference between pretence and reality within specific contexts. Is beginning to talk about their choice of voice, movement, gesture, and facial expression.

Engaged learner - Arrives prepared for practical lessons, with minimal support needed. Use a range of simple skills cooperatively, taking turns and working together. Attentive during the lesson and can handle, select, prepare and communicate appropriate resources effectively.

Disciplined Learner - Show a positive attitude towards activities and other pupils. Work well with others by showing respect. Stay on task throughout the lesson.

Key Skills

Dramatic Conventions –

Occupational Mime: miming household chores

Teacher in Role: interacting with the teacher pretending to be someone else.

Hot Seating: asking questions of a character

Role on the Wall: analysing the emotions of a character

Narrative Mime: Moving to the words of a story as it is told.

Still Image: Freezing in a moment of action to show an exact moment in the story.

Thought Tracking: Delving into what the characters might be feeling at a given moment.

Triptych: Displaying 3 moments in time as still image.

One Line, One Gesture: Adding one line of speech and one movement to a still image.

Emotions Circle: Expressing emotions of a character

Conscience Alley: Giving advice to a character for support.

Captioning: Add a title to a still image

Image to Life: Bring a still image to life through role play.

Mantle of the Expert: Becoming experts

Tableaux: Whole class still image

Collective Drawing: Drawing a picture together as a group

Define the Space: Creating a shared fictional space

Whispered Conversations: Sharing fictional memories of a space or event.

Presentation: Presenting work to the class.

Character Development –

Watching and listening as a character is presented.

Asking questions of the character.

Providing support to a character

Props (use of objects)

Pretending to use objects when miming.