

Knowledge Organiser - Drama Year 3

Experiences

Working as a whole class and in small groups. Presenting their ideas to an important character in a formal setting. Perform role plays to the group.



Key Knowledge

Competent learner - Structure improvised drama to help make meaning in a variety of situations. Use a range of drama strategies to explore and develop characters in different contexts. Build a character with appropriate control over movement and voice.

Active & healthy learner - Understand and explain the importance of being mentally healthy and active. Reflect on their own achievements, identifying areas of strength. Deepen their understanding of good and not so good feelings, extending their vocabulary to describe and manage them.

Key Vocabulary

communication	Facial expressions
judgments	character
kindness	collaborative
enthusiasm	emotion

Reflective learner - Reflect on and begin to evaluate their own and other's work suggesting improvements. Comment on the effectiveness of their structuring of dramatic sequences. Begins to evaluate their use of voice, movement, gesture or facial expression.

Engaged learner - Prepared for all practical lessons, demonstrating a basic understanding of suitable dress and resources. Work in groups, pairs and independently, effectively communicating a collaborating. Regularly attentive and enthusiastic during the entire lesson. Confident in listening and following all instructions.

Disciplined Learner - Demonstrate a positive attitude to all activities and be respectful towards others. Follow rules and listen well to all instructions. Stay on task and be attentive in all activities. Show kindness and consideration when working with others.

Key Skills

Dramatic Conventions –

Sculpting: A physical representation of an emotion.

Gesture & Sound: Adding more detail to an image.

Narration: Storytelling to set the scene.

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

Hot Seating: Discovering more about a motive through questioning.

Role on the Wall: analysing the emotions of a character, both positive & negative. What do we feel inside & what is displayed physically.

Sociograph: A human graph depicting feelings & reactions towards a character.

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

Role Play: Re-enacting a moment in the story using movements and speech whilst in character.

Conscience Alley: Expressing an emotion towards a character with reasoning.

Captioning: Adding more detail to an image through a title.

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

Mantle of the Expert: Becoming experts, presenting and completing tasks in this role.

Collaborative Group Work: Researching and creating work for presentation.

Debate: Discussing solutions in role for presentation.

Forum Theatre: Presenting ideas as role play with children stepping in as they see fit.

Character Development –

Creating a character physically. Speaking in role as a character using facial expression and body language.

Props (use of objects) –

Using objects as role signifiers.