

Knowledge Organiser - Drama Year 6

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 - Use drama in an original way to explore and present meaning to a chosen audience. Select and use appropriate strategies and forms to structure effective dramatic outcomes. Adopt and sustain a range of roles using appropriate voice, movement, gesture, and facial expression. Create scripts based on devised work using appropriate theatre conventions. Begins to take the lead in activities and group work.

Active & Healthy learner - Understands and explains the importance of being mentally healthy and active and understands what positively and negatively affects their physical, mental, and emotional health. Reflect on and celebrate their own achievements, identifying areas of strength and areas for improvement. Extend their vocabulary to describe and manage the range of emotions.

Key Vocabulary

techniques and skills	work independently
imagination	leadership
creativity	audience
progression	responsibility

Reflective learner - Suggest ways to improve their work and others', through observation, effective communication and reflection, with minimal guidance. Eagerly listens and responds to tasks, following set expectations and rules. Comments on their own actions and feelings with detail and accuracy and observes others backing up their opinions with examples

Engaged learner - Understand and explains the importance of lesson preparation. Confidently interacts well with all students during group and whole class tasks. Attentive and enthusiastic throughout the entire lesson and listens well to others.

Disciplined Learner - Demonstrate self-discipline in all tasks. Show a positive attitude throughout the lesson. Be kind, respectful and considerate when working with others. Show support for their peers.

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.

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

Choral Speaking: Speaking together in different ways for effect.

Occupational Mime: Miming actions relating to a specific job.

Rumour Mongering: Using clues from the stimulus to create gossip and rumours.

Using a script: Acting from a written script.

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 and to develop more meaning.