

MANCHESTER COMMUNICATION PRIMARY ACADEMY

# INTENT AND SEQUENCING

## Drama Subject Overview

Curriculum



NURSERY						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEAD SUBJECT	MARVELLOUS ME	ARCTIC ADVENTURES	SHADOWS IN THE DARK	IT'S A BUG'S LIFE	OCEAN ADVENTURES	CRAZY SCIENTISTS
OBJECTIVES	TBAT begin to listen attentively and move to music.	TBAT begin to participate in a retelling of a story using actions and voices.	TBAT begin to develop storylines in their pretend play.	TBAT begin to use body percussion during a performance.	TBAT begin to explore, use and refine a variety of methods to express their ideas and feelings.	TBAT begin to create collaboratively, sharing ideas and skills.

RECEPTION						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>LEAD SUBJECT</b>	GETTING TO KNOW YOU	WE'RE IN THE LAND OF MAKE BELIEVE	FANTASTIC BEASTS	SUPERHEROES (REAL VS MAKE BELIEVE)	BUCKLE UP, WE'RE GOING ON A JOURNEY	AMAZING ANIMALS / COLLABORART
<b>FOCUS</b>	Music/Drama Charanga.	Music / Drama Christmas Show songs	Music / Drama Charanga.	Music / Drama Charanga.	Music / Drama Charanga.	Music / Drama Charanga.
<b>OBJECTIVES</b>	<p>-TBAT identify tapping, banging, shaking and scraping instruments. -TBAT use body percussion during a performance. -To sing a range of well-known nursery rhymes and songs. -To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>1: TBAT participate in a retelling of a story using actions and voices. 2: TBAT develop storylines in their pretend play. 3: TBAT explore, use and refine a variety of methods to express their ideas and feelings. 4: TBAT create collaboratively, sharing ideas and skills.</p>	<p>-To explore and engage in music making and dance, performing solo or in groups. -To sing in a group or on their own, increasingly matching the pitch and following the melody -To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>1: TBAT use movement and facial expressions in response to a narrator. 2: TBAT follow instructions on using space and movement. 3: TBAT use appropriate facial expressions in short role-play performances. 4: TBAT use voice with an appropriate volume and clarity 5: TBAT portray a basic character using appropriate facial expressions. 6: TBAT portray a basic character using voice</p>	<p>-TBAT identify tapping, banging, shaking and scraping instruments. -TBAT use body percussion during a performance. -To watch and talk about dance and performance art, expressing their feelings and responses -To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>1: TBAT participate in a retelling of a story using actions and voices. 2: TBAT develop storylines in their pretend play. 3: TBAT explore, use and refine a variety of methods to express their ideas and feelings. 4: TBAT create collaboratively, sharing ideas and skills.</p>	<p>-TBAT identify tapping, banging, shaking and scraping instruments. -TBAT use body percussion during a performance. -To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>1: TBAT participate in a retelling of a story using actions and voices. 2: TBAT develop storylines in their pretend play. 3: TBAT explore, use and refine a variety of methods to express their ideas and feelings. 4: TBAT create collaboratively, sharing ideas and skills.</p>	<p>-TBAT explore and engage in music making and dance, performing solo or in groups. -TBAT sing in a group (or on their own), matching the pitch and following a melody. -To watch and talk confidently about dance and performance art, expressing their feelings and responses -To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>1: TBAT participate in a retelling of a story using actions and voices. 2: TBAT develop storylines in their pretend play. 3: TBAT explore, use and refine a variety of methods to express their ideas and feelings. 4: TBAT create collaboratively, sharing ideas and skills.</p>	<p>-TBAT explore and engage in music making and dance, performing solo or in groups. -TBAT sing in a group (or on their own), matching the pitch and following a melody. -To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>1: TBAT participate in a retelling of a story using actions and voices. 2: TBAT develop storylines in their pretend play. 3: TBAT explore, use and refine a variety of methods to express their ideas and feelings. 4: TBAT create collaboratively, sharing ideas and skills.</p>

Y1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>LEAD SUBJECT</b>	UNDER THE SEA	THE GREAT FIRE OF LONDON	DINOSAURS	THE ROYAL FAMILY	WHERE WE LIVE	
<b>FOCUS</b>	Drama	Drama	Music	Music	Music	Music
<b>OBJECTIVES</b>	1: TBAT follow instructions on using space and movement.	1: TBAT use movement and facial expressions in response to a narrator.	Charanga. Sp1: In The Groove	Charanga. Su1: Your Imagination	Charanga. Au1: Hey You!	Charanga. Su2: Reflect, Rewind and Replay
	2: TBAT use simple props when guided by others.	2: TBAT show an awareness of the space around them and move accordingly.				
	3: TBAT work with others in adopting a role.	3: TBAT use appropriate facial expressions in short role-play performances.				
	4: TBAT take part in small group role play when guided by others.	4: TBAT use voice with an appropriate volume and clarity.				
	5: TBAT present an 'underwater' story in a small group (guided by an adult).	5: TBAT portray a basic character using appropriate facial expressions.				
		6: TBAT portray a basic character using voice				
<b>OUTCOME</b>	Underwater story	Christmas performance				
<b>KEY VOCAB</b>	Movement, slow, fast, high, low, heavy, light, props, narration.	Facial expressions, movement, sound, vocal projection.				

Y2						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>LEAD SUBJECT</b>	PIRATES	GUNPOWDER PLOT	ON SAFARI	MAGNIFICENT MANCUNIAN	OH I DO LIKE TO BE BESIDE THE SEASIDE	STORIES FROM AROUND THE WORLD
<b>FOCUS</b>	Drama	Music	Music	Music	Music	Drama
<b>OBJECTIVES</b>	1: TBAT take part in imaginative play with others (teacher led).	Charanga. Au2: Ho Ho Ho	Charanga. Au1: Hands, Feet, Heart	Charanga. Sp1: I Wanna Play in a Band	Charanga. Su1: Friendship Song	1: TBAT take part in imaginative play with others (in a smaller group).
	2: TBAT practise ideas for acting out stories, considering space and movement.		Experiment with, create, select and combine sounds linked to a safari.			2: TBAT practise ideas for acting out stories, considering space, movement and use of voice.
	3: TBAT experiment with simple props.					3: TBAT have an awareness of use of voice.
	4: TBAT take part in narrated small group play (pupil led).					4: TBAT take part in narrated small group play (pupil led).
	5: TBAT present a 'pirate story' using a narrator and props.					5: TBAT present a retelling of 'The Boy who Cried Wolf', using all of the above skills.
<b>OUTCOME</b>	Pirate story					Retell the story - The Boy who Cried Wolf
<b>KEY VOCAB</b>	Voice, projection, audience, movement, loud, quiet, narrator, props.					Voice, projection, audience, movement, loud, quiet, narrator, characterisation.

Y3						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>LEAD SUBJECT</b>	ANCIENT EGYPT	NATURAL DISASTERS	ROMANS IN BRITAIN	TUDORS	CONTRASTING SETTLEMENTS	
<b>FOCUS</b>	Music	Music	Drama	Drama	Music	Music
<b>OBJECTIVES</b>	Charanga. Auz: Glockenspiel Stage 1	Charanga. Sp1: Three Little Birds	1: TBAT improvise a response to a familiar situation using appropriate facial expressions and voice (teacher led).	1: TBAT practise the following skills - freezing, appropriate facial expressions and body language.	Charanga. Sp2: The Dragon Song	Charanga. Suz: Reflect, Rewind and Replay
			2: TBAT improvise a response to a familiar situation using appropriate facial expressions and voice (pupil led).	2: TBAT understand and experiment with status, power and levels when staging a tableau.		
			3: TBAT apply 'mantle of the expert' in small groups.	3: TBAT consider the impact of staging, commenting on status, power and levels.		
			4: TBAT improvise short battle scenes in role and use WWW and EBI to evaluate, using drama-specific vocab.	4: TBAT apply skills to create tableaux in small groups.		
			5: TBAT perform a 'Roman battle scene', adopting specific roles.	5: TBAT apply skills and use thought tracking for different characters through tableaux.		
			6:TBAT improvise and compose music for a Roman battle scene.			
<b>OUTCOME</b>			Roman battle scene	Tableaux and drama activities based around Henry VIII/Elizabeth I		

Y4						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>LEAD SUBJECT</b>	MEDICINE THROUGHOUT HISTORY	VIKINGS	POLLUTION	EXTREME WEATHER	MANCHESTER, SO MUCH TO ANSWER FOR	DRAGONS
<b>FOCUS</b>	Music	Music	Drama	Music	Music	Drama
<b>OBJECTIVES</b>	Charanga. Au1: Mamma Mia	Charanga. Au2: Glockenspiel Stage 2	1: TBAT respond dramatically to different stimuli linked to pollution.	Charanga. Sp2: Lean on Me	Charanga. Su1: Blackbird	1: TBAT experiment with intonation and tone of voice.
			2: TBAT participate in a 'conscience alley' activity, discussing sea pollution.			2: TBAT experiment with intonation and tone with lines from the poem.
			3: TBAT participate in a 'conscience alley' activity, discussing air pollution.			3: TBAT add movement and gesture
			4: TBAT participate in a whole class debate, using prior knowledge.			4 and 5: TBAT perform 'The Dragon who ate our School' with appropriate tone, volume and intonation, alongside actions.
			5: TBAT participate in a small group debate, using prior knowledge			
<b>OUTCOME</b>			Debate linked to pollution			Performance poetry The Dragon who ate our School
<b>KEY VOCAB</b>			Debate, for, against, 'conscience alley', discussion, agree, disagree, argument			Intonation, tone, volume, gesture, movement, actions, audience, purpose, poem, poetry, recite.

Y5						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>LEAD SUBJECT</b>	INDUSTRIAL REVOLUTION	CHARLES DICKENS	THE BRITISH ISLES	MOUNTAINS AND RIVERS	ANCIENT GREECE	GREEK MYTHOLOGY
<b>FOCUS</b>	Drama	Music	Music	Music	Music	Drama
<b>OBJECTIVES</b>	1: TBAT participate in role-play, linked to the Victorians (trip to QBM).	Charanga. Au1: Livin' on a Prayer	Steel Drums	Steel Drums	Charanga. Sp1: Make You Feel My Love	1: TBAT understand the conventions of Greek Theatre and theatrical techniques (asides, audience participation, choral speaking, stage directions, silence, pace).
	2: TBAT participate in tableaux, adopting different roles of Victorian children, applying skills.					2: TBAT understand how scripts and stage directions translate into performance.
	3: TBAT critically appraise their recorded performance and respond to feedback/ improve.					3 and 4: TBAT follow direction through performance, maintaining role and sustaining appropriate mood/ atmosphere.
	4: TBAT take on the role of different characters, using a range of different character techniques (phone a friend, agony aunt, interview).					5: TBAT perform 'Perseus and Medusa' within a full class performance, following direction and including appropriate intonation, volume, movement, gesture, and characterisation.
	5: TBAT adopt different roles and respond in 'hot seating' activity, sustaining their role in character.					
<b>OUTCOME</b>	Drama based activities linking to children in the Victorian Era.					Playscript - 'Perseus and Medusa'
<b>KEY VOCAB</b>	Role-play, tableaux, appraise, characterisation, improvisation, 'hot seating', roles, audience.					Greek theatre, asides, audience participation, choral speaking, stage directions, silence, pace, scripts, performance, direction, characterisation, intonation, volume, movement, gesture.



Y6						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>LEAD SUBJECT</b>	MACBETH	CRIME AND PUNISHMENT	WARTIME IN BRITAIN	WARTIME ABROAD	RAINFORESTS	RAINFORESTS
<b>FOCUS</b>	Drama	Music	Drama	Music	Music	Music
<b>OBJECTIVES</b>	1: TBAT critically respond to various performances of S1 of 'Macbeth', using accurate terminology.	Charanga. Sp1: A New Year Carol	1: TBAT understand the conventions of a script and the use of stage directions.	Charanga. Au1: Happy	Charanga. Su1: Music and Me	Charanga. Sp2: You've Got a Friend
	2: TBAT explore characterisation of a witch.		2: TBAT improvise a scene of child evacuees, using a range of skills (facial expressions, tone of voice, intonation, movement, gesture, staging).		Improvise and compose music linked to rainforests.	
	3: TBAT implement characterisation of a witch, taking into account intended audience.		3: TBAT devise a simple script using previous improvisation.			
	4: TBAT explore and understand different staging set-ups and the effects of them.		4: TBAT rehearse their devised script, and provide feedback using WWW and EBI.			
			5: TBAT improvise and compose music linked to the war (which can be used within devised piece).			
	5: TBAT use knowledge to stage and perform the witches scene from 'Macbeth'		6: TBAT perform their scene, and evaluate their own performance using accurate terminology.			
<b>OUTCOME</b>	'Macbeth' witches scene		Devised script and scene of child evacuees			
<b>KEY VOCAB</b>	Staging, proscenium arch, traverse, apron, 'in the round', thrust, characterisation, movement, gesture, voice, gait, upstage, downstage, stage left, stage right, centre stage, wings, intonation.		Script, stage directions, set, staging, improvisation, facial expressions, tone of voice, intonation, movement, gesture, devise, characterisation, evaluate, direction.			