

Progression Ladder for Drama for Primary Schools 2020

“All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.”

National Curriculum Programmes of Study for English

Making	
Year 6	<ul style="list-style-type: none"> I can structure ideas, issues and relationships using appropriate dramatic forms, eg documentary drama, and conventions such as the use of the aside I can continue to combine my skills and knowledge of drama to devise plays of different types, for different purposes I can sustain a defined character for a good amount of time I can select and use a range of available technical resources for dramatic effects, eg download and play music and sound effects or whiteboard projector and lighting board I can interpret and rehearse extracts from a range of scripted plays I can write scripts or short plays based on devised work, using appropriate theatre conventions
Year 5	<ul style="list-style-type: none"> I can explore and interpret ideas, issues and relationships in appropriate dramatic forms, eg documentary drama, and conventions such as the use of the aside I can combine my skills and knowledge of drama to devise plays of different types, for different purposes I can sustain a defined character for a reasonable amount of time I can select and use a range of available technical resources for dramatic effects, eg sound effects and music I can interpret and rehearse extracts from a range of scripted plays I can write scripts based on devised work, starting to use appropriate theatre conventions
Year 4	<ul style="list-style-type: none"> I can work confidently in groups using a range of drama techniques to explore situations and create dramas for different purposes e.g hot-seating, freeze-frame, conscience alley I can plan and structure plays that make use of a range of techniques and forms to express ideas, eg narration in story theatre, dance, mask work, and mime in physical theatre I can use the work of playwrights and talk about how I or others would perform it and give reasons for my choices

	<ul style="list-style-type: none"> • I can write and perform my own script, demonstrating an understanding of some correct theatre conventions • I can create and establish a character, with control over movement and voice
Year 3	<ul style="list-style-type: none"> • I can create plays from a range of stimuli • I can respond to the use of drama techniques, especially hot seating, to explore and deepen the role or understanding of the situation • I can select appropriate props, sets or costumes, and explore their effect • I can choose vocabulary and movement to match the person, place and time of the story
Year 2	<ul style="list-style-type: none"> • I can take part in drama activities and use simple techniques, eg narration and still image • I can explore problems in an imagined world and make up plays from stories or other starting points • I can use words and speech from books and make my own up from imagination • I can talk about what character might do next and what might happen in the story
Year 1	<ul style="list-style-type: none"> • I can 'pretend' and take part in imaginative play. • I can respond to others in role • I can use a wide range of words when in role that makes sense • I can pretend to be a character, showing feelings and emotion using action and language
Foundation 2	<ul style="list-style-type: none"> • I can 'pretend' and take part in imaginative play. • I can respond to others in role • I can communicate with others in role
Foundation 1	<ul style="list-style-type: none"> • I can pretend to be a character • I can interact with others • I can play in role

Performing	
Year 6	<ul style="list-style-type: none"> • I can organise a clear and coherent performance for an audience • I continue to use an increasing range of different drama techniques, effects and theatre conventions in the plays I present • I can improve and refine my acting, directing or technical contribution through the rehearsal process
Year 5	<ul style="list-style-type: none"> • I can participate in and organise a short, clear and coherent performance for a small audience • I can use an increasing range of different drama techniques, effects and theatre conventions in the plays I present • I can improve and refine my acting, directing or technical contribution with direction
Year 4	<ul style="list-style-type: none"> • I can select and operate a range of simple theatre technologies (set, lighting, sound etc) to create the right space for my drama and to enhance my work • I can learn lines, collaborate with others and organise simple presentations • I can experiment with voices and movement, to create or present different characters in performance
Year 3	<ul style="list-style-type: none"> • I can act out improvised dramas and existing scripts, creating characters that are clearly different from myself and experiment with voice, gesture, costumes and staging • I can communicate my work as part of a group, learning lines and sharing the different functions needed to present the play, eg making and using props effectively, creating sound effects or operating simple lighting effects
Year 2	<ul style="list-style-type: none"> • I can use simple theatrical effects such as sound or props in my performances • I can perform using voices and movements that I have chosen for different characters and atmospheres
Year 1	<ul style="list-style-type: none"> • I can take part in presentations with other pupils • I can prepare and learn a few lines for plays • I can take part drama activities with my whole class • I can practise to make plays better • I can take turns in speaking my part with a partner or in a small group
Foundation 2	<ul style="list-style-type: none"> • I can perform in a group • I can speak clearly when I perform • I join in drama activities with my class
Foundation 1	<ul style="list-style-type: none"> • I can act a part in front of others • I can follow instructions when I'm performing

Responding	
Year 6	<ul style="list-style-type: none"> • I can compare and contrast work in drama from different times and cultures • I can discuss the way that ideas are presented and represented, how plots are developed and characters portrayed • I can compare different interpretations of the same text, eg extracts from two productions of the same play • I can use technical terms when talking or writing about dramas I have seen or participated in
Year 5	<ul style="list-style-type: none"> • I can discuss plays and performances from other times and cultures • I can discuss the way plots are developed and characters portrayed • I can start to use technical terms when talking or writing about dramas I have seen or participated in • I can understand how meaning can be shown through the simple use of symbol, metaphor or imagery, eg using height and distance to show status and relationships
Year 4	<ul style="list-style-type: none"> • I can demonstrate an awareness of some theatre traditions from different times and places, eg Kathakali dance drama, Greek or Tudor theatre • I can discuss and debate the themes or issues in the drama and the way they were presented • I can reflect on and evaluate my own and other pupils' work, suggest improvements and use correct basic theatre terminology • I can comment on how intended effects have been achieved, eg the use of silence
Year 3	<ul style="list-style-type: none"> • I can discuss my work and the work of others, showing understanding of different forms and using some specific words, eg pantomime, melodrama and shadow puppets • Both in and out of role, I can comment thoughtfully on the drama and suggest ways of improving it • I can think and talk about the action taken by characters in the drama and consider different responses • I can articulate my views and justify them to others • I can explain in simple terms how atmosphere is created in plays
Year 2	<ul style="list-style-type: none"> • I can recognise different kinds of dramas, eg a television 'soap' and my own 'fantasy' play • I can talk about why I made certain decisions in my play and how I and others could improve things • I can talk and show about simple connections between the dramas I experience and my own life • I can ask questions about the character and story • I can talk about different characters may act and feel in the same story
Year 1	<ul style="list-style-type: none"> • I know the differences between a play and a story • I can think and talk about a story or character when acting and when listening to the story • I know why a character speaks or moves in the way they do • I can say why I liked a play through talking and artwork • I can show or speak about moments I have enjoyed in a performance
Foundation 2	<ul style="list-style-type: none"> • I can identify my favourite and least favourite characters

	<ul style="list-style-type: none"> • I can engage in a piece of theatre • I can tell a story of what I have seen
Foundation 1	<ul style="list-style-type: none"> • I can engage by watching a short performance • I can say if I like something or not when watching a piece of theatre

Note

This progression ladder has been created as a guide to link skills and knowledge to the curriculum. For further guidance, you can contact the official subject association organisation for Drama and Theatre, **National Drama**: <http://www.nationaldrama.org.uk/>