

Key: O = Oracy skills. LT = Learning Technologies. PSE = Personal, social and emotional

Aspect	Nursery	Reception	Year 1
Exploring and devising	<p>To pretend that one object represents another especially when have characteristics in common.</p> <p>To use available resources to create props to support role-play.</p> <p>To engage in imaginative play based on first hand experience.</p>	<p>To use imagination to introduce storylines, enacting simple characters.</p> <p>To retell stories using visuals/props to support sequencing. C.</p> <p>To play alongside other children who are engaged in the same theme. PSE</p>	<p>To retell and explore stories or communicate feelings using speech, questure and movement in imaginative play. C. PSE</p> <p>To play cooperatively as part of a group to act out a narrative. C. PSE</p>
Performance preparation and awareness of audience	<p>To perform in role in front of an audience. To participate in whole class dramas. C</p>	<p>To speak clearly and audibly and to take turns to say lines in group performances. C</p>	<p>- To give eye contact and speak clearly with increasing confidence. C</p>
a) Critiquing the work of a professional	<p>To respond in different ways to what they saw/heard/felt. C</p> <p>To express feelings about the final professional performance. O & LT</p>	<p>To respond in different ways to what they saw/heard/felt/smelt and begin to notice patterns. O.</p> <p>To say what they liked best or least about a final performance. O & LT</p>	<p>To identify and begin to describe similarities, differences or patterns in a final performance .</p> <p>To say how a peice of work makes them feel and give simple reasons. O & PSE LT</p>
b) Self and peer evaluating	<p>To express feelings and or preferences about their own work or that of a peer. O</p>	<p>To look closely at their performance with a teacher and say what they like and/or don't like about it.</p>	<p>To identify strengths and weakness/errors in their final performance with some teacher support and give simple reasons.</p>

c) Making improvements

To talk about what went well and what we learned when it did not.

To explore different ways to do something and identify differences. (e.g. sing high or low)

To make simple suggestions to improve the quality of their final performance based on evaluation with teacher support.



nal skills. MC = Metacognitive skills

DRAMA

Year 2	Year 3	Year 4	Year 5
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1) CREATE

To explore character and dramatic action through drama techniques such as role play, narration, mime and tableau. C. PSE.	To use simple techniques like hot seating, mime, tableaux and soundscapes, effectively, to develop characters, settings and plots. C. PSE	To develop characters, settings and plots by making thoughtful choices about speech, gesture and movement to add realism and emotion in a range of scenarios.	To use an awareness of correct theatre conventions to support writing of play scripts.
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2) PERFORM

- To perform a simple role with clear speech, and begin to use movement and facial expression. C, PSE	To use space and position and character interaction to engage the audience. - To use clear speech with increased projection. C. PSE	To engage an audience through well-rehearsed movements, characterisation and use of voice. C. PSE	To use the design elements that shape and focus theatrical effect for an audience, including, sound, lighting and set design. LT
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3) EVALUATE

To describe and start to give reasons for similarities, differences, patterns and focus features using shared criteria. O & LT	To generate criteria to assess a final performance. To identify strengths, weakness giving reasons. To compare final performance of more than 1 professional performance using clear criteria. O & LT.	To evaluate the overall intended effect or purpose of a performance and explain how this could be improved. To give reasons as to why particular features were used. O & LT	To evaluate and suggest how this work is influenced by, or could be changed to suit, a range of contexts. O & LT
To describe their final performance or the process and identify strengths and weakness/errors.	To describe their performance in relation to the context/purpose/design brief.	To prepare and use criteria to evaluate their own final performance or that of a peer.	To generate success criteria to evaluate their steps in a process to arrive at a final performance.
To say whether it was different to expected.	To keep a tracker to identify successes and areas of weakness throughout the process.	To use given criteria to evaluate the process or journey to arrive at final performance.	

To compare improved work with initial work or plan and express preference.

To ask where and how do I get help to improve my work?

To use information gathered throughout the process to improve and adapt work.

To test products and record findings. LT

To identify where changes were made during the process which led to improvements.

To question which parts of the process could be improved to have maximum impact on final performance and suggest improvements.

KEY VOCABULARY

Year 6



