



THREAD: Responding and Reflecting in Drama

AOLE: Expressive Arts

Progression Step 1		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>Begin to experience drama through story telling</p> <p>Give a simple opinion as an audience member</p> <p>Explain how a performance made them feel</p>	<p>Role play</p> <p>Character</p> <p>Costume</p> <p>Feeling</p>	<p>Essential:</p> <p>Opportunities to give an opinion on creative work</p> <p>To have access to a range of essential tools and resources</p> <p>To give an opinion on work in different times, contexts and cultures including Wales.</p> <p>Entitlement:</p> <p>To have access to a role play area</p> <p>School visit from a local theatre</p> <p>Enrichment:</p> <p>To have an offsite visit that enhances expressive arts.</p>



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Progression Step 2		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>Begin to experience a variety of dramatic performances as an audience e.g., use of film, pantomime</p> <p>Give an opinion as an audience member</p> <p>Begin to understand mood and emotions of performances</p> <p>Respond to a performance in role e.g., hot seating, freeze frame</p> <p>Explain how and why a performance made them feel</p> <p>Make simple comments on their own work and the work of others to develop, improve and identify strengths</p>	<p>Character</p> <p>Facial Expressions</p> <p>Movements</p> <p>Role Play</p> <p>Perform</p> <p>Emotion</p> <p>Mood</p> <p>Audience</p> <p>Improve</p> <p>Strength</p> <p>Weakness</p>	<p>Essential</p> <p>Opportunities to give an opinion on own work and the work of others</p> <p>To have access to range of different materials, tools and resources</p> <p>To respond to work in different times, contexts and cultures including Wales.</p> <p>Entitlement</p> <p>To have access to a role play area</p> <p>School visit from a local theatre company</p> <p>Enrichment</p> <p>To have an offsite visit that enhances expressive arts.</p>



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Progression Step 3		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>Experience a variety of dramatic performances as an audience</p> <p>Give feedback as an audience member</p> <p>Make connections between their own creative work and creative work by others e.g., perspectives of different characters</p> <p>Identify how mood, emotions and ideas are communicated e.g., tone of voice, body language, light and sounds</p> <p>Comment on their own work and the work of others to develop, improve and identify strengths</p> <p>Identify a challenge in their own work and work in a group to address it</p>	<p>Audience</p> <p>Technique</p> <p>Collaboration</p> <p>Perform</p> <p>Produce</p> <p>Improvisation</p> <p>Characterisation</p> <p>Role Play</p> <p>Emotions</p> <p>Mood</p> <p>Evaluate</p>	<p>Essential:</p> <p>Opportunities to respond to their own work and the work of others</p> <p>Opportunity to collaborate and work independently</p> <p>To respond critically to work based on different times, contexts and cultures including Wales.</p> <p>Entitlement:</p> <p>Having an offsite expressive arts experience</p> <p>Opportunity to access a role play</p> <p>Enrichment:</p> <p>To take part in a live performance, possibly offsite.</p>



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Progression Step 4		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<p>To encounter different genres, styles and practitioners, both as an audience member, and by applying them to their own work</p> <p>Experience a variety of dramatic performances with a view to implementing certain techniques and elements in their own creative work</p> <p>Make connections between their own creative work and creative work by others</p> <p>To explore the perspectives of different characters across different times, places and context, e.g. through monologue, hot-seating, or teacher in role</p> <p>Identify how mood, emotions and ideas are communicated through vocal and physical skills, staging and set design</p> <p>Respond to teacher, peer and self-assessment in order to develop, refine and improve their work</p> <p>To identify a challenge in their own work and responds creatively and with innovation within a group to address it</p>	<p>Drama</p> <p>Still image</p> <p>Thought-tracking</p> <p>Narration</p> <p>Direct address</p> <p>Monologue</p> <p>Genre</p> <p>Tempo, pace and volume</p> <p>Proxemics</p>	<p>Essential:</p> <p>Opportunity to:</p> <ul style="list-style-type: none"> collaborate & create, rehearse and refine perform or display virtual portfolio <p>To create work based on different times, contexts and cultures including Wales.</p> <p>Entitlement:</p> <p>To experience a live performance</p> <p>Enrichment: To take part in a live performance, possibly offsite. Gallery/museum visit to enhance learning. Showcase evening</p>