

## 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"> <li>I can structure ideas, issues and relationships using appropriate dramatic forms, eg documentary drama, and conventions such as the use of the aside</li> <li>I can continue to combine my skills and knowledge of drama to devise plays of different types, for different purposes</li> <li>I can sustain a defined character for a good amount of time</li> <li>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</li> <li>I can interpret and rehearse extracts from a range of scripted plays</li> <li>I can write scripts or short plays based on devised work, using appropriate theatre conventions</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>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</li> <li>I can combine my skills and knowledge of drama to devise plays of different types, for different purposes</li> <li>I can sustain a defined character for a reasonable amount of time</li> <li>I can select and use a range of available technical resources for dramatic effects, eg sound effects and music</li> <li>I can interpret and rehearse extracts from a range of scripted plays</li> <li>I can write scripts based on devised work, starting to use appropriate theatre conventions</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>I can use the work of playwrights and talk about how I or others would perform it and give reasons for my choices</li> </ul>

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

<b>Performing</b>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• I can organise a clear and coherent performance for an audience</li> <li>• I continue to use an increasing range of different drama techniques, effects and theatre conventions in the plays I present</li> <li>• I can improve and refine my acting, directing or technical contribution through the rehearsal process</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• I can participate in and organise a short, clear and coherent performance for a small audience</li> <li>• I can use an increasing range of different drama techniques, effects and theatre conventions in the plays I present</li> <li>• I can improve and refine my acting, directing or technical contribution with direction</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• I can learn lines, collaborate with others and organise simple presentations</li> <li>• I can experiment with voices and movement, to create or present different characters in performance</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• I can use simple theatrical effects such as sound or props in my performances</li> <li>• I can perform using voices and movements that I have chosen for different characters and atmospheres</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• I can take part in presentations with other pupils</li> <li>• I can prepare and learn a few lines for plays</li> <li>• I can take part drama activities with my whole class</li> <li>• I can practise to make plays better</li> <li>• I can take turns in speaking my part with a partner or in a small group</li> </ul>
<b>Foundation 2</b>	<ul style="list-style-type: none"> <li>• I can perform in a group</li> <li>• I can speak clearly when I perform</li> <li>• I join in drama activities with my class</li> </ul>
<b>Foundation 1</b>	<ul style="list-style-type: none"> <li>• I can act a part in front of others</li> <li>• I can follow instructions when I'm performing</li> </ul>

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

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

### 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/>