DRAMA

Syllabus for Primary Schools

YEAR 6

LEARNING OUTCOMES

for

YEAR 6

6.1 CREATIVE MOVEMENT	6.2 SPEECH AND VOICE	6.3 IMPROVISATION	6.4 INTERPRETATION
6.1.1 Relaxing the body	6.2.1 Speaking and doing	6.3.1 Expressing emotions	6.4.1 Characterisation
6.1.2 Different ways of walking	6.2.2 Speech inflections	6.3.2 Role play	6.4.2 Learning text and interpreting
6.1.3 Moving statues	6.2.3 Articulation	6.3.3 Reversal of roles	6.4.3 Creating text
6.1.4 Playback		6.3.4 Creating texts through improvisation it	6.4.4 Character status
6.1.5 Moving patterns			
6.1.6 Falling in different ways			

PROGRAMME

for

YEAR 6

6.1   Creative Movement

Learning Outcomes	Notes
6.1.1 Relaxing the body	• Rotate one part of the body at a time, (e.g. head, shoulder, hand, arm, leg, foot, etc.). • Move slowly keeping parts of the body completely relaxed.
6.1.2 Different ways of walking	• Walk in different ways, (e.g. imagine walking on a tightrope, on a slippery surface, blindfolded, etc.).
6.1.3 Moving statues	• Move and stop at different levels of body height creating different shapes with arms and legs, (e.g. holding imaginary objects, as if flying, as if swimming, etc.).
6.1.4 Playback	• Repeat simple movements in reverse, like a film being played backwards.
6.1.5 Moving patterns	• Form the shape of a single concept and create a complex movement of patterns and sounds, (e.g. an imaginary machine, a great wave, an orchestra, etc.).
6.1.6 Falling in different ways	• Experiment in slow motion ways of falling down from a standing position, (e.g. sleeping, fainting, etc.).

6.2   Speech and Voice

Learning Outcomes	Notes
6.2.1 Speaking and doing	• Express, through movement and speech combined, changes in the tone of voice and different emotional qualities (e.g. crying with pain, shrieking with fear, laughing with joy, etc.).
6.2.2 Speech inflections	• Discover how a word or phrase (e.g. Yes, No, Thank you, etc.) can be varied by changing modulation, pitch, tone and dialect.
6.2.3 Articulation	• Experiment on production of clear and unaffected pronunciation of speech through reading, reciting short simple poems and tongue twisters.

6.3   Improvisation

Learning Outcomes	Notes
6.3.1 Expressing emotions	• Improvise on different basic emotions and physical states through action, speech and facial expressions (e.g. receiving a present, being sick, meeting a friend, etc.).
6.3.2 Role play	• Work with characters, real or imaginary or from chosen texts, and discover how these characters behave in given situations through speech, body language and facial expressions.
6.3.3 Reversal of roles	• Discuss and give an interpretation of characters portrayed by others.
6.3.4 Creating texts through improvisation.	• Take on characters and improvise short stories. • Build stories with all the characters put together. • The teacher in role can help to put together the characters in a particular situation (e.g. during a party, in a crowd, in a waiting room, on a bus, etc.) to create an interesting situation.

6.4   Interpretation

Learning Outcomes	Notes
6.4.1 Characterisation	• Work on a character – real (e.g. from history, everyday life, etc.) or imaginary (e.g. from fairy tales, fiction, etc.) – using props, costumes and make-up.
6.4.2 Learning text and interpreting	• Study short texts and reciting them from memory.
6.4.3 Creating text	• Write short scenes using simple sentences and give these scenes an interpretation through speech and action.
6.4.4 Character Status	• Realise that in every situation the characters have a status level which is clearly defined (from 1 to 10, 1 being the lowest). • Experiment with different characters having different status levels. • Work with characters which have a stereotype status level and try to change that level to see the difference.