



Drama Skills Development

	Appraisal	Creating	Performing	Digital
Purpose	Pupils develop into ethical, informed citizens who are ready to be citizens of Wales and the world.	Pupils develop relevant skills in order to become enterprising, creative contributors to society. Pupils will become ambitious, capable learners who are ready to continue learning throughout their lives.	Pupils become individuals who are healthy and confident with the skills to manage their everyday lives as independently as possible.	Pupils develop relevant skills in order to become enterprising, creative contributors to society. Pupils develop into ethical, informed citizens who are ready to be citizens of Wales and the world.
What Matters Statement	EXPLORE -Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals. RESPOND - Responding and reflecting, both as artist and audience, is a fundamental part of learning about in the Expressive Arts.	EXPLORE -Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals. RESPOND - Responding and reflecting, both as artist and audience, is a fundamental part of learning about in the Expressive Arts.	CREATE -Creating combines skills and knowledge, drawing on senses, inspiration and imagination. RESPOND - Responding and reflecting, both as artist and audience, is a fundamental part of learning about in the Expressive Arts.	EXPLORE -Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals. CREATE -Creating combines skills and knowledge, drawing on senses, inspiration and imagination. RESPOND - Responding and reflecting, both as artist and audience, is a fundamental part of learning about in the Expressive Arts.
Nursery	Use simple language to describe the characters created through play.	Use imagination to explore different settings (e.g. schools, hospitals, shops, relevant storybook settings). Develop the social skills needed to interact openly, honestly and playfully with others.	Show basic emotions through facial expressions.	Identify, create and follow sequences and patterns in everyday activities.
Reception	Recognise the differences between how emotions are expressed through facial expressions and gesture. Identify and name emotions that characters are showing. Discuss favourite parts of stories or performance work.	Explore how ideas, feelings and moods can be communicated. Co-operate, communicate and problem solve. Use basic structure when creating (e.g. use beginning, middle, and end in simple narratives).	Show basic emotions through facial expressions and body language. Explore basic vocal skills such as control of volume and tempo when reciting, repeating with clarity and enthusiasm (e.g. when reciting nurse rhymes).	Organise, select and use simple language to give instructions to others.
Year 1	Describe their thoughts, ideas and intentions about performance work. Describe what characters are doing and why they are doing it. Share simple feedback on peer performances.	Begin to analyse stimulus material and use a range of performance skills (following simple stage directions, vocal projection and clarity, copying movement, facial expressions or voices, basic movement and gestures such as skipping for joy, stomping for anger etc.) to bring characters and settings to life through more structured dramatic work. Improvise short scenes and tell simple stories with a clear sequence of events. Create characters with basic personality traits. Create and assign simple roles in group play.	Consider tone of voice and use more expressive modulation to convey emotions. Become more intentional about incorporating simple actions and movements into performance.	Use interactive storybooks on tablets or computers to discuss characters and emotions.
Year 2	Describe what is happening in specific scenes. Compare different performances of the same story.	Demonstrate understanding of the relevant structures and modes of drama (e.g. linear narratives, problem-solution, journey or quest structure, cause and effect) through the	Understand and follow basic stage directions and positions.	Act out short scenes or stories and record them using a tablet or smartphone, emphasising fun and creativity over technical precision.



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	Share simple feedback on peer performances.	design of creative work, creating longer and more detailed stories. Create simple dialogue for characters with minimal preparation (improvisation).	Speak with projection and clear diction to be heard by an audience.	
Year 3	Replicate some of the techniques (e.g. Freeze frame, thought tracking) seen in performance work. Identify main characters and discuss their motivations. Explain how specific scenes make them feel and provide justification.	Understand and appreciate plot and theme. Write short, structured scene with basic dialogue. Develop basic backstories for characters. Apply dramatic techniques (narration, props use, slow motion, choral speaking) with guidance.	Maintain focus and presence on stage. Show a range of emotions convincingly.	Use basic video editing software such as iMovie focusing on cutting clips, adding music, and simple transitions to structure storytelling.
Year 4	Identify and describe conflict and tension between characters in scenes. Evaluate their own work and that of their peers, providing specific examples to support their comments.	Demonstrate resilience and flexibility in group work and creative challenges. Create original pieces using some basic dramatic techniques (improvisation with context, freeze frames with transitions, pantomime, group freeze frames, thought tracking).	Stay in character throughout a performance. Use body language to define character traits.	Digitally create a storyboard for a scene, identifying and labelling moments of conflict with text annotations.
Year 5	Use basic questioning to evaluate the work of performers their own and peers work. <i>E.g. What moment in the performance stood out to you the most, and why?</i> <i>How do you think Performer X wanted you to feel about their character and why?</i> <i>If you were part of the group, what is one thing you think they could add or change to make the performance even better?</i> Begin to analyse the structure of a scene (introducing characters and settings, rising action, climax, resolution). Respond with sensitivity and develop empathy through discussion and exploration of more challenging performance themes and messages.	Analyse stimulus materials and shape these into structured dramatic work. Edit and refine performance texts for clarity and impact. Establish character arcs that show change and develop over time.	Exhibit and share creative work for different audiences. Execute more complex stage movements (purposeful travel, use of levels, travel in groups, object/prop-based interaction, adapting movement to 'environmental changes' e.g. crossing a river), interactions and reactions. Understand and convey subtext in lines and actions.	Use basic editing software and green screen apps (e.g., Green Screen by Do Ink) to create imaginative backgrounds for their scenes, enhancing storytelling capabilities.
Year 6	Discuss characters' motivations and objectives. Provide detailed and constructive feedback in response to their own and peer performance, with reference to task-specific criteria (<i>e.g. Use levels to create interest in a performance, use facial expressions to add subtext to a scene</i>).	Work collaboratively to explore prose and translate into dramatic works. Write dialogue that develops character and relationships, showing implied meaning through what characters choose to say and leave unsaid.	Exhibit and share creative work for different audiences, including public performance, inspired by a range of stimuli and experiences. Perform characters consistently, making clear choices about emotions, relationships and intentions through voice, movement and facial expression.	Engage with multi-media to enhance performance work (e.g. lighting and projections). Recognise that scripts, music and other creative works belong to their creators, demonstrating an understanding of appropriate attribution and responsible use of published material.



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	Identify evidence within a script to infer a character's feelings, motivations and relationships, using these ideas to inform performance choices.	Create and perform longer improvised scenes with more depth.	Demonstrate secure vocal control, using voice modulation to show different emotions and states.	Use online tools for writing and sharing scripts (e.g., Google Docs) to collaborate on digital playwriting projects, focusing on narrative structure and dialogue.
Year 7	Use subject specific terminology including words used to describe acting and success criteria to evaluate own work and that of peers. For example: Vocal skills – tempo, tone, pitch, emphasis, accent Physicality – Gesture, facial expression, posture, body language Techniques – Tableau, thought tracking, soundscape, forum theatre, focused improvisation Analyse the relationships between characters in a scene. Discuss basic symbolism in performances. Analyse and evaluate performance skills and identify and evaluate technical design elements (lighting, set, costume/hair/makeup and sound).	Explore and employ a range of dramatic devices (e.g. thought tracking, forum theatre, soundscapes, tableaux, mime). Create characters which can be easily distinguished from other characters. Plan and realise design ideas/technical elements in preparation for a final performance.	Collaborate to produce a fully realised piece of dramatic work to perform in front of public audience. Perform emotions in a believable and authentic manner. Execute blocking techniques and stage directions. Use a range of multimedia (e.g. voice recording and editing, music and recorded sound effects, lighting, projected backgrounds/sets) to produce and present dramatic work.	Use recording and audio editing software to create an engaging radio play. Use digital technologies to collaborate on production ideas
Year 8	Appraise a range of professional theatrical and cinematic works within the genre of study. Analyse how themes (e.g. conflict and resolution, isolation, courage and bravery, family and relationships, equality, crime, class) are communicated through character, dialogue and dramatic techniques. Analyse the relationships between characters and how they evolve. Use subject specific terminology (e.g. mise-en-scene, cinematography, lazzi, stage combat, monologue) and success criteria to evaluate and analyse own work and that of peers.	Create structured scripts with clearly organised scenes, purposeful dialogue and effective stage directions. Develop detailed backstories for characters to inform performances. Selectively and intentionally apply dramatic techniques to enhance their scenes.	Sustain believable characterisation by communicating emotions, intentions and relationships consistently throughout a performance. Use posture, gesture, movement and facial expression purposefully to enhance character portrayal. Use multimedia and cinematic techniques purposefully to enhance both live and recorded performances.	Use video editing software (e.g. iMovie) to create an authentic silent movie which includes cinematic filters, recorded SFX, titles and multi-shot cuts. Use video editing software (e.g. iMovie) to edit recorded drama, selecting appropriate camera shots, transitions, sound and titles to support the intended effect.
Year 9	Compare and evaluate the work of theatre practitioners, companies, styles and genres, explaining how their artistic intentions are communicated through performance and design choices. Analyse how characters develop throughout a	Analyse published performance texts to develop informed interpretations of character for performance. Write dialogue that reveals character, relationships and dramatic tension, using implied meaning where appropriate.	Produce performance from text with identification and awareness of artistic intentions. Sustain believable characterisation by communicating subtext, relationships and intentions through vocal and physical skills.	Create digital theatre designs using presentation or design software to communicate artistic intentions for set, costume, lighting or sound.



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	performance, explaining how relationships, motivations and dramatic events influence their journey. Analyse how theatrical conventions, performance styles and dramatic techniques communicate meaning to an audience. Evaluate their own and others' work using subject-specific terminology, referring to artistic intentions, practitioner influences and the effectiveness of creative decisions.	Create original dramatic narratives with a clear structure, purposeful conflict and sustained dramatic tension. Create considered theatre designs that communicate meaning through set, costume, lighting, sound or props, justifying creative choices.	Use physical skills, movement, gesture, posture and proxemics purposefully to communicate character and meaning.	
Years 10 and 11	Explore drama created and performed by other people and develop their own talents in drama. Gain understanding of a range of techniques, forms, styles, genres, contexts and means of presenting drama. Develop knowledge, understanding and appreciation of how meaning is communicated in drama. Respond to and reflect on the dramatic work of others, applying knowledge of context to evaluate the effectiveness of ideas and techniques used to communicate meaning. Apply performance and/or design skills to demonstrate control. Reflect on, refine and evaluate their own work. Develop creative skills to plan, devise and design effective performances and/or designs. Explore the cross-cutting themes of human rights and diversity, including Black, Asian, and minority ethnic perspectives, identity, culture, and contributions.			
Year 12	Use case studies to explore complex or unfamiliar situations. Carry out projects for which they have choice over the direction and outcomes. Understand the contextual factors that have influenced and informed the work of performing arts practitioners. Identify the contextual factors that influence their work and critically analyse key information, such as creative intentions, performance, production and repertoire in order to develop and communicate independent judgements. Develop skills in research, critical analysis and extended academic writing. Conduct in-depth comparisons and evaluations of repertoire material. Engage in ongoing review and evaluation to monitor progress.	Demonstrate practical and technical skills using appropriate techniques and processes. Carry out projects for which they have choice over the direction and outcomes. Demonstrate discipline, focus, control and safe working practices. Explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.		
Years 13	Explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus. Reflect on the development process, considering the success and potential of the work for further development, as well as evaluating their own contribution to the	Learners will develop skills and knowledge applicable to a range of job roles, including performing, directing, choreography, devising, and project leadership. Learners will develop and realise creative ideas for a group performance which may be in a single discipline or combine elements of dance, acting, musical theatre and variety. Learners will prepare for progression to higher education as well as careers in the performing arts industry.		



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	process and the product. Research, understand, analyse and evaluate the key features of musical theatre performance.	Learners will apply personal management and collaborative skills to a group performance workshop process. Learners will apply advanced musical theatre skills and techniques to a performance.
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