

OVERVIEW OF MODULE 1 TITLES

The lessons in Module 1 are deliberately simple and achievable, ensuring inclusivity for the students and as an introduction to the approach for them and for the teachers.

It is intended to be used in the first/early part of the School Year so content is designed to break the ice on moving on a year, getting a new teacher and just being back at school socialising with others.

The lesson sets generally have a repetitive format which will use Mime and Movement initially to engage the students without them having to worry about what to say. Mime is our first form of communication and it is a natural skill that all of us seem to have been born with so we start with a fair bit of this.

We then introduce other Drama Conventions such as Tableau, Character and Spoken Improvisation in pairs and groups as a whole class.

The Literacy elements are also easily achievable, using the bridge of drawings/artwork as the first means of pencil to paper expression and then adding writing according to individual student capability. If managed well this will ensure a high level of Personal Achievement for each student, moving the positive, interactive experiences into personal expression through writing and sharing by talking about or reading individual works.

THE LESSONS - There are currently 8 video lessons allocated to each stage with downloadable Documentation, Games videos, Training Video for Early Years Hallowe'en and Christmas Video lessons.

*****IMPORTANT** You can choose do a video lesson from a younger stage than the one you currently teach.

For example Grumpy Waiter (P5) and Park Bench (6) are similar lesson types, Park Bench being slightly more advanced. Depending on your class, teachers of P6 might choose to start with the Grumpy Waiter lessons.

Similarly if you were doing Jungle with P4 you could do the lessons on Jungle in the P3 set. It would be the same with a Composite Class - if you have a P4/5 choose from the P4 or P3 lessons.

IF YOU DO SELECT FROM A HIGHER STAGE CONSULT WITH OTHER TEACHERS IN YOUR SCHOOL.

TIMESCALES We estimate allowing 1 hour on the video activities **plus** extra time for the written aspects.

Integral to the success of the format is always allowing the students time to share written work, read it out to a partner/class and getting feedback, completing the cycle of DRAMA>LITERACY>DRAMA (presentation of written work). This is what motivates the students in the Literacy aspects and drives Attainment.

We have received mixed views on the length of the lessons - perfect for some teachers and for others sometimes too long at one sitting. We intend that the resource is flexible to suit your teaching programme so do adapt to suit your own timescale. Spread a lesson over more sessions if you need to but we do recommend that you allow the students to recap and do the Drama elements that precede the Literacy input to get the best out of it.

It is strongly advised that you watch the videos yourself and read over the documentation before presenting them to your class so that you are fully prepared for the lesson organisation.

LESSON DEVELOPMENT - Regardless of the stage taught, different classes will have different skill levels and experience and so will class teachers.

The video lessons aim to meet the middle ground in this respect. If appropriate, teachers can further challenge their students, ask for a greater input of their ideas and take on an increasingly responsive approach within the "live classroom setting."

If teachers need any help tweaking the content to match student ability levels please do drop us an email.

You can get started anytime and we'd love to have you as part of and informing on the build of this original, new, dynamic resource.

Any questions for us, just ask.

Julie and Louise info@thedramastudio.com

Background To The Resource



Using The Resource



Classroom Games

Played regularly, these fun and inclusive games can have a beneficial effect on student behaviour, greatly improve their ability to work together and show consideration towards others.

Back To School Games and Exercises – Lesson Instructions



[Click Here For Documentation](#)

Great Classroom Games Teaching Video



[Games Instructions](#)

THE TEACHING VIDEOS

PRIMARY 1 / RECEPTION / APPROX AGE 5

[Primary 1 Overview Module 1](#)

Grandpa Tom – At the Farm



[Documentation For Grandpa Tom At The Farm](#)

Grandpa Tom's Birthday Cake



[Documentation For Grandpa Tom's Birthday Cake](#)

Grandpa Tom Soup-er Hero



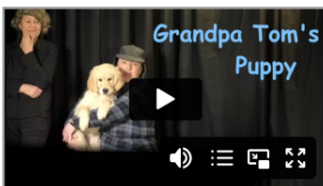
[Documentation For Grandpa Tom Soup-er Hero](#)

Grandpa Tom On The Moon



[Documentation For Grandpa Tom On The Moon](#)

Grandpa Tom's Puppy



[Documentation For Grandpa Tom's Puppy](#)

The Washing Line



[Documentation For The Washing Line](#)

Grandpa Tom Goes Shopping



[Documentation For Grandpa Tom Goes Shopping](#)

In The Park



[Documentation For In The Park](#)

In Module 1 we introduce the younger students to the Over To You format beginning with fun, engaging games, whole class activities and into simple paired scenes.

Each of the lessons features our Grandpa Tom character and this develops a connection with young children and a character that they will begin to know and love.

They will also meet his quirky neighbour Mrs Bell and a puppy (sometimes played by a real puppy) Millie who the children will also enjoy seeing.

The lessons use repetition and familiarity to grow the confidence of the students and gradually we start to build in opportunities for them to give their own ideas and opinions and say and enact what they would do within a given situation.

We use drawings and artwork for the students to express the creativity within the drama story and make it their own.

As they begin to learn words these can be added to their pictures just as little extras at first. As reading and writing progress the words take on a bigger role in the self-expression.

Putting pen to paper to create the drawing from the story is the first step in moving Drama into Literacy. Then being able to talk about their drawings, explaining what is in them to partners or as a class, taps into the Drama skill of Presentation turning the activity full circle – Drama>Literacy>Drama.

This is the success formula for Drama Literacy, engaging students through Drama and inspiring them to write.

These small steps in nursery and reception/P1 are the foundation of the teaching method and from our research, if done consistently, teachers see a quick skill progression.

Students become confident to express themselves physically and then naturally through writing.

The table below gives you an overview of the Lessons, Topic Links, Key Drama skills, Literacy, Learning intentions and main Scottish Curriculum For Excellence Experiences and Outcomes for this stage.

We have selected what we think the main CFE E's and O's are for each lesson and what level they are likely to be but from experience we know that using the same lessons may result in a lower or higher level depending on the student abilities and teacher skill and experience. At this age you will probably find students at the Early Level.

We have also indicated what element of the lesson links to that particular E and O.

You might touch on or identify other matching E's and O's because this approach actually embeds a lot of them.

Lesson Titles & Outline	Topic Links	Key Drama Skills	Literacy	Learning Intentions	Main CFE E's and O's
<p>Grandpa Tom – At The Farm</p> <p>The start of The Grandpa Tom series initiates students to the format and characters through a “game”.</p> <p>During his dream, Grandpa Tom is at a farm</p>	<p>Farms</p> <p>Dreams</p>	<p>Listening & Watching</p> <p>Responding To Action Prompts</p> <p>Guessing A Setting</p> <p>Whole Class Activity</p> <p>Suspense</p> <p>Improvisation</p>	<p>Drawing pictures from the story and sharing.</p>	<p>We are learning to play a story game and guess a setting.</p> <p>We are learning to play the game with a partner.</p> <p>We are learning to draw a picture</p>	<p><u>Drama</u> EXA 0-12a Story Enactment/Play EXA0-13a/EXA0-14a/–EXA0-15a-CharacterisationMime/Gesture /Sharing & Feedback</p> <p><u>Listening & Talking - Tools</u> LIT 0-01b/0.11b - Stories 0-01c – Sharing LIT 0-02a / ENG 0-03a- Turn Taking LIT 0-04a- Interesting Information LIT 0-07a – Questions LIT 0.09a/b – Recount Experiences through Drama & Share LIT 0-10a- Discuss, Share ideas/Feelings</p>

<p>meeting different animals.</p>		<p>Characterisation</p>	<p>Dream Bubbles</p>	<p>from the story and share it.</p>	<p><u>Writing Tools</u> LIT 0-21b- Pictures/ Dream Bubbles</p> <p><u>Organising and Using Information</u> LIT 0-26a - Sharing</p> <p><u>Creating Texts</u> LIT 0-09b / LIT 0-31a Characters & Stories/ Sharing</p>
<p>Grandpa Tom's Birthday Cake</p> <p>Another dream as Grandpa Tom slips off to sleep the night before his birthday.</p> <p>The dream does not bode well for the making of his birthday cake.</p>	<p>Birthdays</p> <p>Dreams</p>	<p>Listening & Watching</p> <p>Recall of Story Details</p> <p>Responding To Action Prompts</p> <p>Detailed Mime</p> <p>Character & Expression</p> <p>Individual Improvisation</p>	<p>Drawing a funny picture from the story and sharing.</p>	<p>We are learning to mime activities with the Grandpa Tom character.</p> <p>We are learning to become the Grandpa Tom character in a scene.</p> <p>We are learning to draw pictures about the Drama story and share them</p>	<p><u>Drama</u> EXA 0-12a Story Enactment/Play EXA0-13a/EXA0-14a/EXA0-15a- Characterisation/Mime/Gesture /Sharing & Feedback</p> <p><u>Listening & Talking - Tools</u> LIT 0-01b/0.11b - Stories 0-01c – Sharing LIT 0-02a / ENG 0-03a- Turn Taking LIT 0-04a- Interesting Information LIT 0-07a – Questions LIT 0.09a/b – Recount Experiences through Drama & Share LIT 0-10a- Discuss, Share ideas/Feelings</p> <p><u>Writing- Tools</u> LIT 0-21b – Picture Story/ Sharing</p> <p><u>Organising and Using Information</u> LIT 0-26a - Sharing</p> <p><u>Creating Texts</u> LIT 0-09b / LIT 0-31a Characters and Stories/ Sharing</p>
<p>Grandpa Tom Soup-er Hero</p> <p>The addition of soup to his supper might be the reason that Grandpa Tom becomes a Soup-er Hero in this dream.</p> <p>He is able to help people with his powersuntil reality arrives in the morning!</p>	<p>Superheroes</p> <p>Dreams</p>	<p>Listening & Watching</p> <p>Recall of Story Details</p> <p>Responding To Action Prompts – Whole Class</p> <p>Detailed Mime & Vocal Effects</p> <p>Character & Expression</p> <p>Paired Improvisation</p>	<p>Drawing Picture from favourite part of the story and sharing</p>	<p>We are learning to follow mime and movement with Grandpa Tom.</p> <p>We are learning to work together as a class to become superheroes.</p> <p>We are learning to use our own ideas.</p> <p>We are learning to draw pictures from the story and share.</p>	<p><u>Drama</u> EXA 0-12a Story Enactment/Play EXA0-13a/EXA0-14a/EXA0-15a- Characterisation/Mime/Gesture Improv/ Sharing & Feedback</p> <p><u>Listening & Talking - Tools</u> LIT 0-01b/0.11b - Stories 0-01c – Sharing LIT 0-02a / ENG 0-03a- Turn Taking LIT 0-04a- Interesting Information LIT 0-07a – Questions LIT 0.09a/b – Recount Experiences through Drama & Share LIT 0-10a- Discuss, Share ideas/Feelings</p> <p><u>Writing</u> LIT 0-21b- Favourite Part -Drawing & Sharing</p> <p><u>Organising and Using Information</u> LIT 0-26a – Sharing Feelings</p>

					<p>Creating Texts LIT 0-09b / LIT 0-31a</p> <p>Characters and Stories/Sharing</p>
<p>Grandpa Tom On The Moon</p> <p>A shortage of cheese prompts his dream and a trip to the moon to find some is in order.</p> <p>The “crater cheese” is not great on Mrs Bell’s teeth however. Ah well there’s that soup ... or is there?</p>	<p>The Moon Space, Dreams</p>	<p>Listening & Watching</p> <p>Recall of Story Details</p> <p>Responding To Action Prompts</p> <p>Detailed Mime & Movement & Vocal Effects</p> <p>Paired Improvisation</p> <p>Presentation</p>	<p>Drawing The Sandwich and sharing.</p>	<p>We are learning to use mime and movement to become rockets and astronauts.</p> <p>We are learning use sound effects.</p> <p>We are learning to do improvisation with a partner.</p> <p>We are learning to draw funny pictures and write words on them.</p>	<p>Drama EXA 0-12a Story Enactment/Play EXA0-13a/EXA0-14a–EXA0-15a- Characterisation/Mime/Gesture /Dialogue/Improv/Sharing/Feedback</p> <p>Listening & Talking - Tools LIT 0-01b/0.11b - Stories 0-01c – Sharing LIT 0-02a ENG 0-03a- Turn Taking LIT 0-04a- Interesting Information LIT 0-07a – Questions LIT 0.09a/b – Recount Experiences through Drama & Share LIT 0-10a- Discuss, Share ideas/Feelings</p> <p>Writing LIT 0-21b- The Sandwich</p> <p>Organising and Using Information LIT 0-26a – Sharing Feelings</p> <p>Creating Texts LIT 0-09b / LIT 0-31a Characters & Stories/Sharing</p>
<p>Grandpa Tom’s Puppy</p> <p>Mrs Bell arrives with Millie the puppy for Grandpa Tom to look after overnight. After a few games and a sneak into the kitchen the puppy is put under the bed for the night.</p> <p>In the morning it is clear that this time the events have NOT been a dream.</p> <p>What will be done with that puppy?</p>	<p>Pets Puppies</p>	<p>Listening & Watching</p> <p>Recall of Story Details</p> <p>Responding To Questions</p> <p>Detailed Mime & Movement</p> <p>Paired Improvisation</p> <p>Use of Own Ideas</p>	<p>Picture Story and sharing.</p>	<p>We are learning to watch a scene and answer questions.</p> <p>We are learning to use mime and movement to show playing a game.</p> <p>We are learning to do paired improvisation.</p> <p>We are learning to think about a decision and give our own opinion.</p> <p>We are learning to draw the outcome of our opinion and share it.</p>	<p>Drama EXA 0-12a Story Enactment/Play EXA0-13a/EXA0-14a–EXA0-15a- Characterisation/Mime/Gesture /Dialogue/Improv/Sharing/Feedback</p> <p>Listening & Talking - Tools LIT 0-01b/0.11b - Stories 0-01c – Sharing LIT 0-02a ENG 0-03a- Turn Taking LIT 0-04a- Interesting Information LIT 0-07a – Questions LIT 0.09a/b – Recount Experiences through Drama & Share LIT 0-10a- Discuss, Share ideas/Feelings</p> <p>Writing LIT 0-21b-1.28 -Picture Outcome/<u>Opinion/</u>Sharing</p> <p>Organising and Using Information LIT 0-26a – Share Feelings</p> <p>Creating Texts LIT 0-09b / LIT 0-31a - Characters & Stories/Sharing</p>

<p>The Washing Line</p> <p>A lovely dry day is perfect for Mrs Bell's washing to be hung out but something goes missing from the line – her tights. What has happened?</p> <p>That puppy perhaps.</p>	<p>Homes & Houses</p>	<p>Listening and Watching</p> <p>Whole Class</p> <p>Washing Line Configuration</p> <p>Turn- Taking</p> <p>Paired Improvisation</p> <p>Use of Own Ideas</p>	<p>Picture Story and sharing.</p>	<p>We are learning configuration mime to become items on a washing line.</p> <p>We are learning turn-taking.</p> <p>We are learning to do paired improvisation.</p> <p>We are learning to use our own ideas in a scene.</p> <p>We are learning to use our own ideas to create a picture and share it.</p>	<p><u>Drama</u> EXA 0-12a Story Enactment/Play EXA0-13a/EXA0-14a/–EXA0-15a-Characterisation/Mime/Gesture /Dialogue/Improv/Sharing/Feedback</p> <p><u>Listening & Talking - Tools</u> LIT 0-01b/0.11b - Stories 0-01c – Sharing LIT 0-02a / ENG 0-03a- Turn Taking LIT 0-04a- Interesting Information LIT 0-07a – Questions LIT 0.09a/b – Recount Experiences through Drama & Share LIT 0-10a- Discuss, Share ideas/Feelings</p> <p><u>Writing</u> LIT 0-21b – Picture Story Share</p> <p><u>Organising and Using Information</u> LIT 0-26a Share Feelings</p> <p><u>Creating Texts</u> LIT 0-09b / LIT 0-31a Characters & Stories/Sharing</p>
<p>Grandpa Tom Goes Shopping</p> <p>Grandpa Tom and Mrs Bell are in the supermarket guessing what's in each other's shopping bag.</p> <p>It's great fun until a strange noise in Grandpa Tom's bag is something of a mystery.</p>	<p>Shopping</p>	<p>Listening & Watching</p> <p>Recall of Story Details</p> <p>Whole Class Mime and Movement</p> <p>Guessing Game & Suspense</p> <p>Giving Clues</p> <p>Paired Improvisation</p>	<p>Shopping Bag Drawings and Sharing</p>	<p>We are learning to guess the setting of a scene.</p> <p>We are learning to do a whole class movement and mime.</p> <p>We are learning to do a guessing game with a partner.</p> <p>We are learning to do paired improvisation.</p> <p>We are learning to draw pictures of our shopping bag items and the mystery item.</p>	<p><u>Drama</u> EXA 0-12a Story Enactment/Play EXA0-13a/EXA0-14a/–EXA0-15a-Characterisation/Mime/Gesture /Dialogue/Improv/Sharing/Feedback</p> <p><u>Listening & Talking - Tools</u> LIT 0-01b/0.11b - Stories 0-01c – Sharing LIT 0-02a / ENG 0-03a- Turn Taking LIT 0-04a- Interesting Information LIT 0-07a – Questions LIT 0.09a/b – Recount Experiences through Drama & Share LIT 0-10a- Discuss, Share ideas/Feelings</p> <p><u>Writing</u> LIT 0-21b- Shopping Bag Drawings/Label/Share</p> <p><u>Organising and Using Information</u> LIT 0-26a - Share Feelings</p> <p><u>Creating Texts</u> LIT 0-09b / LIT 0-31a Characters & Stories/Sharing</p>

<p>In The Park</p> <p>The play park is empty when the school bell goes but Grandpa Tom fancies a go on the swings! He ties up the puppy and has to hide from the Park Keeper every so often but has a lovely time on the play park things. When the Park Keeper spots the tied-up puppy, Grandpa Tom has to reveal himself and make excuses for what's been going on.</p>	<p>The Park</p> <p>Games</p> <p>Neighbourhood</p>	<p>Listening & Watching</p> <p>Recall of Story Details</p> <p>Whole Class Mime and Movement</p> <p>Freeze Technique</p> <p>Dramatic Tension</p> <p>Characterisation</p> <p>Paired Improvisation</p> <p>Making Up Excuses</p>	<p>Picture Story Writing and Share</p>	<p>We are learning to do a whole class movement and mime.</p> <p>We are learning freeze technique.</p> <p>We are learning about dramatic tension and using it in our scenes.</p> <p>We are learning to do paired improvisation.</p> <p>We are learning to make good excuses.</p> <p>We are learning to make detailed drawings of the park.</p>	<p><u>Drama</u></p> <p>EXA 0-12a Story Enactment/Play EXA0-13a/EXA0-14a–EXA0-15a-Characterisation/Mime/Gesture /Dialogue/Improv/Sharing/Feedback</p> <p><u>Listening & Talking - Tools</u> LIT 0-01b/0.11b - Stories 0-01c – Sharing LIT 0-02a / ENG 0-03a- Turn Taking LIT 0-04a- Interesting Information LIT 0-07a – Questions LIT 0.09a/b – Recount Experiences through Drama & Share LIT 0-10a- Discuss, Share ideas/Feelings</p> <p><u>Writing</u> LIT 0-21b – Picture Story Share</p> <p><u>Organising and Using Information</u> LIT 0-26a - Share Feelings</p> <p><u>Creating Texts</u> LIT 0-09b / LIT 0-31a Characters & Stories/Sharing</p>
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PRIMARY 2 / YEAR 1 / APPROX AGE 6

[Primary 2 Overview Module 1](#)

At The Beach



[At The Beach Documentation](#)

At The Park



[At The Park Documentation](#)

At The Circus



[At The Circus Documentation](#)

At The Loch



[At The Loch Documentation](#)

[Schottische Music](#)

A Jester's Job



[A Jester's Job Documentation](#)

A Jester's Job 2



[A Jester's Job 2 Documentation](#)

The Wish



[The Wish Documentation](#)

The Wish 2



[The Wish 2 Documentation](#)

In the early stages of the resource there is a definite progression so we do advise that you use the lessons for this stage in the order that they are listed in Module 1. There is an emphasis on repetition and game-formats to instil confidence in young students and then from there the lessons begin to focus on merging stories with children's own natural play. Working altogether or mainly in pairs for now works well for this age.

Creating stories, chatting about them, drawing and writing from them are key elements and presentation skills can be subtly dropped into a “show and tell” style rather than making them too important at this stage which can be off putting for young children and can also interrupt the flow of creativity.

Into Literacy is added at the end of the Drama session and the students become used to settling down to draw pictures from the Drama story adding words and descriptions as their progress in writing develops. We have found that the sheer vocabulary of the Drama input soon has the children using different words and asking how to write them.

At this most receptive stage we have found that children can make considerable progress in Literacy when Drama intervention blends with play.

The table below gives you an overview of the Lessons, Topic Links, Key Drama skills, Literacy, Learning intentions and main Scottish Curriculum For Excellence Experiences and Outcomes for this stage.

We have selected what we think the main CFE E’s and O’s are for each lesson and what level they are likely to be but from experience we know that using the same lessons may result in a lower or higher level depending on the student abilities and teacher skill and experience. At this age you will probably find students in a transition between Early and Level 1 stages.

We have also indicated what element of the lesson links to that particular E and O.

You might touch on or identify other matching E’s and O’s because this approach actually embeds a lot of them.

In Tools For Writing we appreciate that class teachers will likely be using spelling, punctuation and grammar programmes to complement Drama Literacy. Spelling Games are included in DL Module 2 and the Terry’s Literacy lessons in Module 3 are fun improvisations embedding aspects of punctuation aimed at ages 7-9.

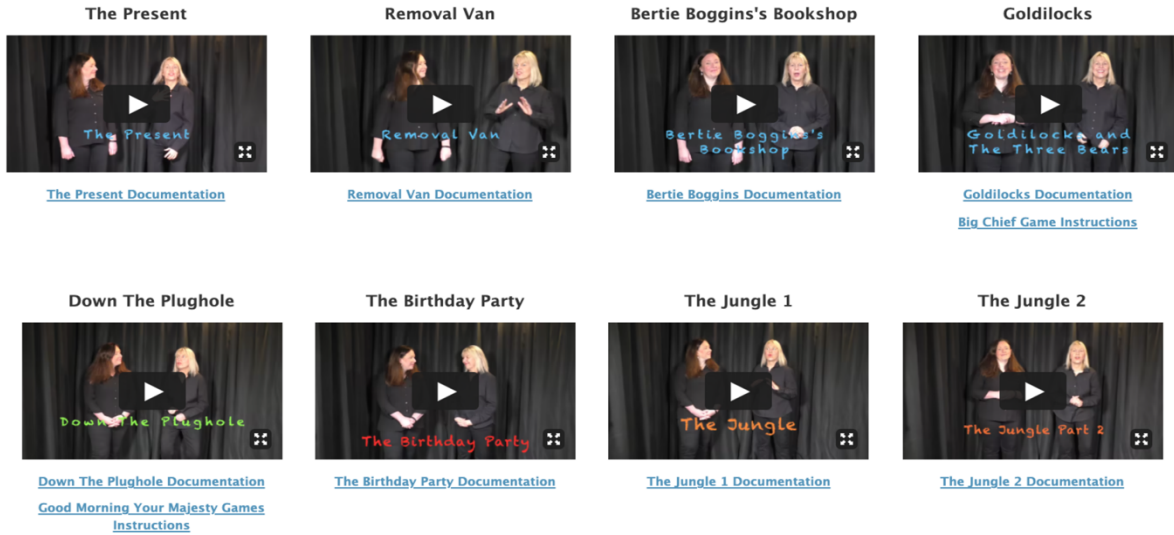
Lesson Titles & Outline	Topic Links	Key Drama Skills	Literacy	Learning Intentions	CFE E’s and O’s
<p>At The Beach</p> <p>Toby and Granny take a bus tour to the beach where everyone has a lovely time choosing beach activities.</p>	<p>At The Seaside</p> <p>Beach</p>	<p>Mime and Movement Game- On the Bus</p> <p>Mime</p> <p>Partner Activities</p> <p>Tableau</p>	<p>Drawing pictures from the story.</p>	<p>We are learning to guess the place where the bus will be going.</p> <p>We are learning to play a Mime game. On The Bus with the Drama teachers.</p> <p>We are learning to mime being at the beach.</p> <p>We are learning to mime with a partner.</p> <p>We are learning to create a still photograph (tableau) of beach activities.</p> <p>We are learning to choose our own mimes to do.</p> <p>We are learning to draw a picture from the story.</p>	<p><u>Drama</u> EXA 0-12a/1.12a Story Enactment/ Role/Voice/Pace</p> <p>EXA0-13a/1-13a Mime/Gesture/Expression</p> <p>EXA0-14a/1-14a-Imaginary Aspects of Drama/Presentation /Performance</p> <p>EXA0-15a/-1.15a – Sharing & Feedback</p> <p><u>Listening & Talking</u> LIT 0-02a-01.02a / ENG 0-03a- Turn Taking, Partner Work</p> <p><u>Writing</u> LIT 0-21b-Pictures From The Story</p> <p><u>Organising and Using Information</u> LIT 0-26a/1-26a- Choosing Mimes, Partner Sharing, Tableau</p> <p><u>Creating Texts</u></p>

					LIT 0-09b / LIT 0-31a/1-31a - Story Setting, Characters from Picture Stories
<p>At The Play Park</p> <p>Today Toby and Granny take their bus trip to the Play Park and everyone has great fun. However when Granny's red bag goes adrift in the duck pond, there's a problem to solve!</p>	<p>The Park</p>	<p>On The Bus game independently with the class teacher</p> <p>Miming with a partner</p> <p>Choosing Mime activities</p> <p>Problem solving</p>	<p>Drawing from the story</p> <p>Adding Words</p>	<p>We are learning to guess the place where the bus will be going.</p> <p>We are learning to play On The Bus mime game without the Drama teachers.</p> <p>We are learning to mime being at the Park.</p> <p>We are learning to mime with a partner and to choose activities.</p> <p>We are learning to help with a problem.</p> <p>We are learning to draw pictures about the Drama story.</p>	<p><u>Drama</u> EXA 0-12a/1.12a Story Enactment/ Role/Voice/Pace</p> <p>EXA0-13a/1-13a - Mime/Gesture/Expression</p> <p>EXA0-14a/1-14a-Imaginary Aspects of Drama/Presentation /Performance</p> <p>EXA0-15a/-1.15a – Sharing & Feedback</p> <p><u>Listening & Talking</u> LIT 0-02a-01.02a / ENG 0-03a- Turn Taking, Partner Mime, Problem Solving</p> <p><u>Writing</u></p> <p><u>Tools</u> LIT 0-21b- Drawing From Story- Recording Experiences</p> <p><u>Organising and Using Information</u> LIT 0-26a</p> <p><u>Creating Texts</u> LIT 0-09b / LIT 0-31a-Story Pictures</p>
<p>At The Circus</p> <p>The bus trip arrives at the Circus today. We meet the Ringmaster and take part in some of the acts.</p>	<p>Circus</p>	<p>Mime & Characterisation</p> <p>Expression</p> <p>Listening & Recall</p> <p>Attention To Detail</p> <p>Use of Voice</p>	<p>Drawing Form The story</p>	<p>We are learning to take turns playing On The Bus Game in our class.</p> <p>We are learning to guess the place where the bus will be going.</p> <p>We are learning to mime being characters at the Circus.</p> <p>We are learning to use our voices as the Ringmaster.</p> <p>We are learning to use our own ideas.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to draw and write about the Drama story.</p>	<p><u>Drama</u> EXA 0-12a/1.12a Story Enactment/ Role/Voice/Pace</p> <p>EXA0-13a/1-13a - Mime/Gesture/Expression</p> <p>EXA0-14a/1-14a-Imaginary Aspects of Drama/Presentation /Performance</p> <p>EXA0-15a/-1.15a – Sharing & Feedback</p> <p><u>Listening & Talking</u> LIT 0-02a -1-02a – Turn Taking/Responding/ ENG 1-03a- Ringmaster Voice LIT 0-04a-1.04a Specialist Vocabulary</p> <p><u>Writing- Tools</u> LIT 0-21b- Drawing From Story- Recording Experiences</p> <p><u>Organising and Using Information</u></p>

					<p>LIT 0-26a-Recording Experiences and Feelings</p> <p>Creating Texts LIT 0-09b / LIT 0-31a- 1.1a Genre/Characters In Stories</p>
<p>At The Loch</p> <p>The final lesson in the series, this time a picnic at Loch Ness and meeting Nessie, who is NOT a figment of Toby's imagination apparently!</p>	<p>Lochs/Lakes</p> <p>Picnics</p> <p>Loch Ness Monster</p>	<p>Turn Taking</p> <p>Listening & Recall</p> <p>Characterisation</p> <p>Mime & Movement</p> <p>Improvisation</p>	<p>Story Writing With A Partner</p>	<p>We are learning to take turns playing On The Bus Game in our class.</p> <p>We are learning to guess the place where the bus will be going.</p> <p>We are learning to mime and guess what is in the picnic boxes with a partner.</p> <p>We are learning to listen and remember the demonstration scene and then to do it with a partner by ourselves and add in our own ideas.</p> <p>We are learning to become the characters of Granny and Toby.</p> <p>We are learning to write our stories with a partner and sharing.</p>	<p>Drama EXA 0-12a/1.12a Story Enactment/Role/Voice/Pace</p> <p>EXA0-13a/1-13a - Mime/Gesture/Expression</p> <p>EXA0-14a/1-14a-Imaginary Aspects of Drama/Presentation</p> <p>EXA0-15a/-1.15a – Sharing & Feedback</p> <p>Listening & Talking LIT 0-02a -1-02a – Turn Taking/Responding/ ENG 1-03a- Character gesture/expression LIT 0-04a-1.04a Character-Vocabulary</p> <p>Writing- Tools LIT 0-21b-Recording Experience Through Writing</p> <p>Organising and Using Information LIT 0-26a-1-26a – organising story features with partner-share with others</p> <p>Creating Texts LIT 0-09b / LIT 0-31a-1-31a Partner Story Writing</p>
<p>A Jester's Job</p> <p>A Medieval fantasy story with a bossy Queen, a Jester and a little Dragon who has lost his fire.</p>	<p>Medieval</p> <p>Castles</p> <p>Dragons, Jesters</p>	<p>Mime & Movement</p> <p>Characterisation</p> <p>Story Building</p> <p>Listening and Recall</p> <p>Improvisation</p>	<p>Picture Drawing and Description</p>	<p>We are learning to watch and join in Drama movement activities as a whole class.</p> <p>We are learning to work together to help the baby dragon miming gathering things to give him his fire.</p> <p>We are learning to draw a picture from the story and write a description.</p>	<p>Drama EXA 0-12a/1.12a Story Enactment/Role/Voice/Pace</p> <p>EXA0-13a/1-13a - Mime/Gesture/Expression</p> <p>EXA0-14a/1-14a-Imaginary Aspects of Drama/Presentation</p> <p>EXA0-15a/-1.15a – Sharing & Feedback</p> <p>Listening & Talking LIT 0-02a -1-02a – Turn Taking/Responding/ ENG 1-03a- Character gesture/expression</p>

					<p>LIT 0-04a-1.04a Character-Vocabulary</p> <p><u>Writing</u> LIT 0-21b-Recording Story as Picture Drawing and Description</p> <p><u>Organising and Using Information</u> LIT 0-26a-1.26a-selecting information for picture story.</p> <p><u>Creating Texts</u> 0-09b / LIT 0-31a-1-31a – Descriptive Writing</p>
<p>A Jester’s Job 2</p> <p>Including more independent partnered activities, the Jester helps the Dragon by riding to a Wizard’s Cave for help.</p>	<p>As Above</p>	<p>Movement</p> <p>Watching, Listening & Recall</p> <p>Improvisation with a partner</p> <p>Problem solving</p> <p>Presentation</p>	<p>Drawing from the story and adding descriptions where able to do so.</p>	<p>We are learning to watch and listen to a scene and then enact it with a partner.</p> <p>We are learning to help with a problem.</p> <p>We are learning to show our scenes.</p> <p>We are learning to draw pictures about the Drama story and add a description.</p>	<p><u>Drama</u> EXA 0-12a/1.12a Story Enactment/Role/Voice/Pace</p> <p>EXA0-13a/1-13a - Mime/Gesture/Expression</p> <p>EXA0-14a/1-14a-Imaginary Aspects of Drama/Presentation</p> <p>EXA0-15a/-1.15a – Sharing & Feedback</p> <p><u>Listening & Talking</u> LIT 0-02a -1-02a – Turn Taking/Responding/ ENG 1-03a- Character gesture/expression LIT 0-04a-1.04a Character-Vocabulary</p> <p><u>Writing</u> LIT 0-21b-Recording Story as Picture Drawing and Description</p> <p><u>Organising and Using Information</u> LIT 0-26a-1.26a-selecting information for picture story.</p> <p><u>Creating Texts</u> 0-09b / LIT 0-31a-1-31a – Descriptive Writing</p>
<p>The Wish</p> <p>Two inseparable elves - Bubble and Squeak find they have a major problem when their wish is taken literally by the Magic Tree.</p>	<p>The Forest</p> <p>Elves</p> <p>Friendship</p> <p>Owls</p>	<p>Mirroring</p> <p>Turn-taking</p> <p>Follow My Leader</p> <p>Use of Voice</p> <p>Mime & Movement</p> <p>Presentation</p>	<p>Writing and Pictures</p> <p>Capturing Significant Element of Story</p>	<p>We are learning to mirror movements as a whole group and with a partner.</p> <p>We are learning to Follow-My-Leader with a partner.</p> <p>We are learning to listen and watch scene demonstrations.</p>	<p><u>Drama</u> EXA 0-12a/1.12a Story Enactment/Role/Voice/Pace</p> <p>EXA0-13a/1-13a - Mime/Gesture/Expression</p> <p>EXA0-14a/1-14a-Imaginary Aspects of Drama/Presentation</p> <p>EXA0-15a/-1.15a – Sharing & Feedback</p>

				<p>We are learning to remember the scenes and enact our own.</p> <p>We are learning to think about a particular part of the story.</p>	<p><u>Listening & Talking</u> LIT 0-02a -1-02a – Turn Taking/Responding/ ENG 1-03a- Character gesture/expression/Use of Voice LIT 0-04a-1.04a Character-Vocabulary</p> <p><u>Writing</u> LIT 0-21b-Recording Story as Picture Drawing and Description</p> <p><u>Organising and Using Information</u> LIT 0-26a-1.26a-selecting particular element for picture and writing</p> <p><u>Creating Texts</u> 0-09b / LIT 0-31a-1-31a – Descriptive Writing</p>
<p>The Wish 2</p> <p>The desperate elves take advice from a wise owl to visit the Wishing Well where their problem can be solved.</p>	<p>As Above</p>	<p>Characterisation</p> <p>Listening & Recall</p> <p>Mime & Movement</p> <p>Improvisation</p> <p>Presentation (with possible narrative support from teacher)</p>	<p>Picture Story Writing</p>	<p>We are learning to become characters in the story, working in groups of three.</p> <p>We are learning to remember the different parts of the scenes.</p> <p>We are learning to write our stories and create pictures from the story.</p>	<p><u>Drama</u> EXA 0-12a/1.12a Story Enactment/Role/Voice/Pace</p> <p>EXA0-13a/1-13a - Mime/Gesture/Expression</p> <p>EXA0-14a/1-14a-Imaginary Aspects of Drama/Presentation</p> <p>EXA0-15a/-1.15a-Sharing & Feedback</p> <p><u>Listening & Talking</u> LIT 0-02a -1-02a – Turn Taking/Responding/ ENG 1-03a- Character gesture/expression/Use of Voice LIT 0-04a-1.04a Character-Vocabulary</p> <p><u>Writing</u> LIT 0-21b-Recording Picture Story Writing</p> <p><u>Organising and Using Information</u> LIT 0-26a-1.26a-selecting particular element for picture and writing</p> <p><u>Creating Texts</u> 0-09b / LIT 0-31a-1-31a – Descriptive Writing</p>



At this stage the first few lessons focus on Mime - shape and weight of objects. Mime is a great ice-breaker, achievable by everyone so again we recommend you follow the order of the first few lessons in Module 1.

Working in pairs and small groups with an emphasis on turn-taking and listening to each other are also key features. More can be made of Presentation Skills during showing and encouraging feedback helps the students to learn from each other.

Into Literacy aspects now become captioned drawings, speech bubbles and picture stories and the idea now of writing a story based on the Drama input. High value is placed on what they write about from the Drama session. The students can read what they have written to a partner or to the class.

Praise and encouragement will instil confidence in the written elements alongside the physical elements of the Drama. When we consistently applied the formula we saw significant improvements in both Drama and Literacy.

The table below gives you an overview of the Lessons, Topic Links, Key Drama skills, Literacy, Learning intentions and main Scottish Curriculum For Excellence Experiences and Outcomes for this stage.

We have selected what we think the main CFE E's and O's are for each lesson and what level they are likely to be but from experience we know that using the same lessons may result in a lower or higher level depending on the student abilities and teacher skill and experience. At this age your students are likely to be at the First Level.

We have also indicated what element of the lesson links to that particular E and O.

You might touch on or identify other matching E's and O's because this approach actually embeds a lot of them.

In Tools For Writing we appreciate that class teachers will likely be using spelling, punctuation and grammar programmes to complement Drama Literacy. Spelling Games are included in DL Module 2 and the Terry's Literacy lessons in Module 3 are fun improvisations embedding aspects of punctuation aimed at ages 7-9.

Lesson Titles & Outline	Topic Links	Key Skills	Literacy	Learning Intentions	CFE E's and O's
The Present Progression from simple mime	Giving Presents, Shapes	Watching and understanding basic Mime	Drawing and Captions/ writing	We are learning to use Mime to show what objects we are	Drama EXA 1.12a- Story Enactment/Role/ Voice/Pace

<p>techniques into the giving of a present scenario.</p>		<p>Doing Mime exercises to improve focus and stimulate imagination.</p> <p>Co-operation – working in pairs/groups</p> <p>Adding speech to mime</p> <p>Presentation</p> <p>Giving Feedback</p> <p>Drawing and Captions/ writing present lists/writing about the story.</p>	<p>present lists/writing about the story.</p>	<p>holding, using and becoming.</p> <p>We are learning to work together in a pair or a group.</p> <p>We are learning to notice details in our behaviour and observe and understand each other and to create stories adding in talking.</p> <p>We are learning to use our own ideas.</p> <p>We are learning to present our Drama and give feedback.</p>	<p>1-13a-Expression/Body Language/Ideas/Observation/ Collaboration</p> <p>1-14a-Presentation/Confidence Building</p> <p>EXA1.15a- Observation /Sharing/Feedback</p> <p><u>Listening & Talking</u> LIT 1-02-Pairs and Groupwork ENG 1-03a- Mime/Gesture LIT 1-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 0-10a-1-10a- Communication Through Mime To Express Thoughts & Feelings</p> <p><u>Writing – Tools</u> LIT 1-20a/ LIT 1-24a/ LIT Drawing & Captions/Story Writing/Feedback</p> <p><u>Writing- Organising and Using Information</u> 0-26a-1-26a Drawing & Captions, Making Lists</p> <p><u>Creating Texts</u> LIT 01-31a – Use Of Own Ideas</p> <p><u>Reading- Using information</u> LIT 01-14a/ LIT 01-15a- Making/Reading Lists Reading My Own Texts</p>
<p>Removal Van</p> <p>A funny, improvised story for the students to re-enact adding in their own creative ideas.</p> <p>When the removal people begin to take out Mrs Porter-Smythe’s furniture, a small mishap leaves her thoroughly unimpressed</p>	<p>Homes & Houses</p> <p>Moving House</p>	<p>Introducing change in weight, shape and size of mimed objects</p> <p>Developing Mime into dialogue and creating a humorous story</p> <p>Co-operation- Working With Others</p> <p>Characterisation</p> <p>Presentation & Giving Feedback</p> <p>Comic sequenced cartoon stories/writing what should happen next</p>	<p>Comic sequenced cartoon stories/writing- what should happen next</p>	<p>We are learning to add details to our mime exercises.</p> <p>We are learning to watch and enact a short scene and add in our own ideas.</p> <p>We are learning to become and create different character types.</p> <p>We are learning to use our own ideas.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to write about the Drama story and share with others.</p>	<p><u>Drama</u></p> <p>EXA 1.12a-Story Enactment/Role/Voice/Pace/ Improvisation</p> <p>1-13a-Expression/Body Language/Observation/Ideas/ Collaboration</p> <p>1-14a Presentation /Confidence Building</p> <p>EXA1.15a- Observation /Sharing/Feedback</p> <p><u>Listening & Talking</u> LIT 1-02-Pairs and Groupwork ENG 1-03a- Mime/Gesture/Character LIT 1-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 0-10a-1-10a- Communication Through Mime &Expression To Express Thoughts & Feelings</p> <p><u>Writing – Tools</u></p>

					<p>LIT 1-20a/ LIT 1-24a/ LIT Cartoon Stories & Share/Feedback</p> <p><u>Writing- Organising and Using Information</u> 0-26a-1-26a Cartoon Comic Strip</p> <p><u>Creating Texts</u> LIT 01-31a – Use Of Own Ideas</p> <p><u>Reading- Using information</u> LIT 01-14a/ LIT 01-15a- Reading My Own Texts</p>
<p>Bertie Boggins’s Bookshop</p> <p>An improvised story taking place in a bookshop looking at characterisation.</p> <p>Bertie Boggins has a busy day but oh dear what a mix-up with the books.</p>	<p>Books, Bookshops</p>	<p>Mime & Characterisation</p> <p>Listening & Recall</p> <p>Attention To Detail</p> <p>Improvisation & Narration</p> <p>Presentation & Giving Feedback</p> <p>Group work</p> <p>Drawing and titling the books/writing as the characters/character drawing and speech bubbles</p>	<p>Drawing and titling the books.</p> <p>Writing as characters/character</p> <p>Drawing and writing speech bubbles</p>	<p>We are learning to work together as a group or in a pair with everyone taking a part.</p> <p>We are learning to explore character parts.</p> <p>We are learning to remember the story details.</p> <p>We are learning to use our own ideas.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to draw and write about the Drama story.</p>	<p><u>Drama</u> EXA 1.12a- Story Enactment/Role/Voice/ Narration/Pace Improvisation</p> <p>EXA1-13a- Expression/Ideas/Body Language /Collaboration</p> <p>EXA1-14a- Presentation/Confidence Building</p> <p>EXA1.15a- Observation /Sharing/Feedback</p> <p><u>Listening & Talking</u> LIT 1-02-Pairs and Groupwork, Improv ENG 1-03a- Characters LIT 1-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 0-10a-1-10a- Communication Through Expression/Dialogue To Express Thoughts & Feeling of Characters</p> <p><u>Writing – Tools</u> LIT 1-20a/ LIT 1-24a/ LIT Creating Stories</p> <p><u>Writing- Organising and Using Information</u> 0-26a-1-26a Drawing and Titling-Speech Bubbles</p> <p><u>Creating Texts</u> LIT 01-31a – Use Of Own Ideas</p> <p><u>Reading- Using information</u> LIT 01-14a/ LIT 01-15a- Reading My Own Texts as Sharing Activity</p>
<p>Goldilocks and The Three Bears</p> <p>The students tell a well - known story</p>	<p>Fairy Stories</p>	<p>Turn Taking</p> <p>Listening to, recalling, and creating a story</p>	<p>Creating picture stories with a partner</p>	<p>We are learning to take turns through Drama.</p> <p>We are learning to remember the story</p>	<p><u>Drama</u> EXA 1.12a- Story Enactment/Role/Voice/ Narration/Pace</p> <p>EXA1-13a-Expression/Body Language/Ideas/Collaboration</p>

<p>in narrative style with a partner taking turns to do so.</p> <p>They then create their own story.</p>		<p>Narrating a Story</p> <p>Creating picture stories with a partner</p>		<p>and share parts with our partners.</p> <p>We are learning to create and tell our own stories.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to write our stories with a partner.</p>	<p>EXA1-14a- Presentation/Confidence Building</p> <p>EXA1-15a- Observation /Sharing/Feedback</p> <p><i><u>Listening & Talking</u></i> <i>LIT 1-02-Pairs and Groupwork, Improv/Creating Story</i> ENG 1-03a- Characters <i>LIT 1-06a- Sequencing</i> <i>LIT 1-07a- Watching Others/Questions</i> <i>LIT 0-10a-1-10a- Communication Through Expression/Dialogue To Express Thoughts & Feeling of Characters</i></p> <p><i><u>Writing – Tools</u></i> <i>LIT 1-20a/ LIT 1-24a/ LIT Creating Stories</i></p> <p><i><u>Writing- Organising and Using Information</u></i> <i>0-26a-1-26a Picture Story With Partner</i></p> <p><i><u>Creating Texts</u></i> <i>LIT 01-31a – Use Of Own Ideas & Fairy Story Genre</i></p> <p><i><u>Reading- Using information</u></i> <i>LIT 01-14a/ LIT 01-15a- Reading My Own Texts as Sharing Activity</i></p>
<p>Down The Plughole</p> <p>Using Voice effectively within a game and storyline.</p> <p>The echoey voice from the plughole sounds spooky but is it really a job for a Fire Officer?</p>	<p>Homes & Houses, Fire Service, Spiders</p>	<p>Watching demonstrations and taking direction.</p> <p>Use of Voice.</p> <p>Creation of different characters.</p> <p>Co-operation – working in pairs/groups</p> <p>Sequencing and Recall</p> <p>Presentation</p> <p>Giving Feedback</p> <p>Writing from the Drama Story</p>	<p>Writing from the Drama Story and Sharing</p>	<p>We are learning to use our Voices to create different effects.</p> <p>We are learning to work together in pairs or a groups.</p> <p>We are learning to remember details in our drama scenes to refer to them in later scenes.</p> <p>We are learning to become different characters.</p> <p>We are learning to present our Drama and give feedback.</p>	<p><i><u>Drama</u></i> EXA 1.12a- Story Enactment/Role/Voice/ Narration/Pace</p> <p>EXA1-13a-Expression/Body Language/Ideas/Collaboration</p> <p>EXA1-14a- Presentation/Confidence Building</p> <p>EXA1.15a- Observation /Sharing/Feedback</p> <p><i><u>Listening & Talking</u></i> <i>LIT 1-02-Pairs and Groupwork, Improv/Creating Story</i> ENG 1-03a- Characters, Use of Voice <i>LIT 1-06a- Sequencing & Recall</i> <i>LIT 1-07a- Watching Others/Questions</i> <i>LIT 0-10a-1-10a- Communication Through Expression/Dialogue To Express Thoughts & Feeling of Created Characters</i></p> <p><i><u>Writing – Tools</u></i> <i>LIT 1-20a/ LIT 1-24a/ LIT Creating Stories</i></p>









					<p><u>Writing- Organising and Using Information</u> 0-26a-1-26a Using Information For Story Writing</p> <p><u>Creating Texts</u> LIT 01-31a – Creating a Story From Drama</p> <p><u>Reading- Using information</u> LIT 01-14a/ LIT 01-15a- Reading My Own Texts as Sharing Activity</p>
<p>The Birthday Party</p> <p>Extending the mime skills, this lesson explores a funny, improvised story for the students to re-enact adding in their own creative ideas.</p> <p>The Party is going well but who is the mystery visitor - a gate crasher?</p>	<p>Birthdays, Occasions</p>	<p>Creating Sequenced Tableaux</p> <p>Thought Tapping</p> <p>Extending Dialogue</p> <p>Characterisation</p> <p>Co-operation</p> <p>Turn -Taking</p> <p>Point of Tension</p> <p>Presentation & Giving Feedback</p> <p>Creating A Story Ending For Final Tableau Extending Into Writing</p>	<p>Creating A Story Ending For Final Tableau Extending Into Writing</p>	<p>We are learning to make story pictures/tableaux which show the order that events happened.</p> <p>We are learning to ask what characters are thinking.</p> <p>We are learning to become and create different character types.</p> <p>We are learning to take turns when doing a Drama Scene.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to agree on the story ending and to enact it.</p>	<p><u>Drama</u> EXA 1.12a- Story Enactment/Role/Voice/ Narration/Pace</p> <p>EXA1-13a-Expression/Body Language/Ideas/Collaboration</p> <p>EXA1-14a- Presentation/Confidence Building</p> <p>EXA1.15a- Observation /Sharing/Feedback</p> <p><u>Listening & Talking</u> LIT 1-02-Pairs and Groupwork, Turn-taking/Improv/Creating Story ENG 1-03a- Characters LIT 1-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 0-10a-1-10a- Communication Through Expression/Dialogue To Express Thoughts & Feeling of Characters/Extending Dialogue</p> <p><u>Writing – Tools</u> LIT 1-20a/ LIT 1-24a/ LIT Creating Stories</p> <p><u>Writing- Organising and Using Information</u> 0-26a-1-26a Story Building From Drama Activity</p> <p><u>Creating Texts</u> LIT 01-31a – Use Of Own Ideas To Create Story Ending</p> <p><u>Reading- Using information</u> LIT 01-14a/ LIT 01-15a- Reading My Own Texts as Sharing Activity</p>
<p>Jungle 1</p> <p>Creating jungle animal characters.</p>	<p>Jungle, Animals</p>	<p>Mime & Characterisation</p> <p>Animal Voices</p> <p>Listening and Recall</p>	<p>Drawing and labelling/writing about animal characters</p>	<p>We are learning to create animal characters through mime, movement and speech.</p>	<p><u>Drama</u> EXA 1.12a- Story Enactment/Role/Voice/ Narration/Pace</p> <p>EXA1-13a-Expression/Body Language/Ideas/Collaboration</p>

		<p>Creating Conversations</p> <p>Presentation & Giving Feedback</p> <p>Group and Paired work</p> <p>Drawing and labelling/writing about animal characters</p>		<p>We are learning to work together in pairs and groups.</p> <p>We are learning to use our own ideas.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to draw and write about our animal characters.</p>	<p>EXA1-14a- Presentation/Confidence Building</p> <p>EXA1.15a- Observation /Sharing/Feedback</p> <p><i><u>Listening & Talking</u></i> <i>LIT 1-02-Pairs and Groupwork, Turn-taking/Improv/Creating Story Conversations</i> ENG 1-03a- Characters/Animal Voices <i>LIT 1-06a- Sequencing</i> <i>LIT 1-07a- Watching Others/Questions</i> <i>LIT 0-10a-1-10a- Communication Through Expression/Dialogue To Express Thoughts & Feeling of Characters</i></p> <p><i><u>Writing – Tools</u></i> <i>LIT 1-20a/ LIT 1-24a/ LIT Draw & Write About Animal Characters</i></p> <p><i><u>Writing- Organising and Using Information</u></i> <i>0-26a-1-26a Drawing and Labelling</i></p> <p><i><u>Creating Texts</u></i> <i>LIT 01-31a – Use Of Own Ideas</i></p> <p><i><u>Reading- Using information</u></i> <i>LIT 01-14a/ LIT 01-15a- Reading My Own Texts as Sharing Activity</i></p>
<p>Jungle 2</p> <p>Adding on to the first Jungle Story introducing dramatic tension and intrigue.</p> <p>There’s a Human in the Jungle and the animal characters are wondering why.</p>	As Above	<p>Following A Leader and Turn Taking</p> <p>Listening and Recall</p> <p>Characterisation and Improvisation.</p> <p>Creating Dramatic Tension</p> <p>Writing Jungle stories</p>	Writing Jungle stories	<p>We are learning to take turns and follow a leader.</p> <p>We are learning to create suspense and tension in our drama scenes.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to write our stories and add in new ideas.</p>	<p><i><u>Drama</u></i> EXA 1.12a- Story Enactment/Role/Voice/ Narration/Pace</p> <p>EXA1-13a-Expression/Body Language/Ideas/Collaboration</p> <p>EXA1-14a- Presentation/Confidence Building</p> <p>EXA1.15a- Observation /Sharing/Feedback</p> <p><i><u>Listening & Talking</u></i> <i>LIT 1-02-Pairs and Groupwork, Turn-taking/Improv/Creating Story Conversations</i> ENG 1-03a- Characters/Animal Voices <i>LIT 1-06a- Sequencing</i> <i>LIT 1-07a- Watching Others/Questions</i> <i>LIT 0-10a-1-10a- Communication Through Expression/Dialogue To</i></p>

					<p>Express Thoughts & Feeling of Characters</p> <p>Writing – Tools LIT 1-20a/ LIT 1-24a/ LIT Draw & Write Jungle Stories</p> <p>Writing- Organising and Using Information 0-26a-1-26a Drawing and Labelling</p> <p>Creating Texts LIT 01-31a – Use Of Own Ideas – Jungle Stories</p> <p>Reading- Using information LIT 01-14a/ LIT 01-15a- Reading My Own Texts as Sharing Activity</p>
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PRIMARY 4 / YEAR 3 / APPROX AGE 8

[Primary 4 Overview Module 1](#)

<p>Lazy Farm Helper</p>  <p>Lazy Farm Helper Documentation Snowball Games Instructions</p>	<p>Lazy Farm Helper 2</p>  <p>Lazy Farm Helper 2 Documentation</p>	<p>Potion Commotion</p>  <p>Potion Commotion Documentation</p>	<p>Potion Commotion 2</p>  <p>Potion Commotion 2 Documentation</p>
<p>Which One?</p>  <p>Which One? Documentation</p>	<p>Which One 2 ?</p>  <p>Which One 2? Documentation</p>	<p>Bank Robbery</p>  <p>Bank Robbery Documentation</p>	<p>Bank Robbery 2</p>  <p>Bank Robbery 2 Documentation</p>

Introductory Mime activities now follow a set storyline and emphasis is on recall of the sequence of it. The students are encouraged to look out for detail and to use their own ideas within the Drama Scenes. Listening is also focused on generally and as a stimulus for the Drama itself.

The students will be working in pairs and small groups now.

Drawing and captions is continued as a basic method of writing from the Drama lessons but the sequencing and detail becomes more challenging. Writing within different contexts is introduced such as labelling, notetaking and writing from a viewpoint in addition to writing a story.

The table below gives you an overview of the Lessons, Topic Links, Key Drama skills, Literacy, Learning intentions and main Scottish Curriculum For Excellence Experiences and Outcomes for this stage.

We have selected what we think the main CFE E's and O's are for each lesson and what level they are likely to be but from experience we know that using the same lessons may result in a lower or higher level depending on the student abilities and teacher skill and experience. At this age you students are likely to be at the First Level.

We have also indicated what element of the lesson links to that particular E and O.

You might touch on or identify other matching E's and O's because this approach actually embeds a lot of them.

In Tools For Writing we appreciate that class teachers will likely be using spelling, punctuation and grammar programmes to complement Drama Literacy. Spelling Games are included in DL Module 2 and the Terry's Literacy lessons in Module 3 are fun improvisations embedding aspects of punctuation aimed at ages 7-9.

Lesson Titles & Outline	Topic Links	Key Drama Skills	Literacy	Learning Intentions	CFE E's and O's
<p>Lazy Farm Helper 1</p> <p>Use of mime to tell a funny story which takes place on a farm.</p>	<p>Farms</p> <p>Occupations</p>	<p>Watching and understanding basic Mime</p> <p>Occupational Mime Game</p> <p>Co-operation – working in pairs</p> <p>Using own ideas for occupational mimes</p> <p>Presentation</p> <p>Giving Feedback</p> <p>Drawing and Captions</p>	<p>Drawing and Captions</p>	<p>We are learning to use Mime to demonstrate doing jobs.</p> <p>We are observing each other using mime and guessing what is happening and joining in with the action.</p> <p>We are learning to use our own ideas.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to present our drama as pictures with captions and share with others.</p>	<p><u>Drama</u> EXA 1.12a- Mime/Story Enactment/Role/Voice/ Narration/Pace</p> <p>EXA1-13a-Expression/Body Language/Ideas/Collaboration In Pairs</p> <p>EXA1-14a-Presentation/Music For Atmosphere/Confidence Building</p> <p>EXA1.15a- Observation/Sharing/Feedback</p> <p><u>Listening & Talking</u> LIT 1-02-Pairs and Groupwork ENG 1-03a- Mime/Gesture LIT 1-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 0-10a-1-10a- Communication Through Mime To Express Thoughts & Feelings</p> <p><u>Writing – Tools</u> LIT 1-20a/ LIT 1-24a/ LIT Drawing & Captions/Story Writing/Feedback</p> <p><u>Writing- Organising and Using Information</u> 0-26a-1-26a Drawing & Captions</p> <p><u>Creating Texts</u> LIT 01-31a – Use Of Own Ideas</p> <p><u>Reading- Using information</u> LIT 01-14a/ LIT 01-15a- Reading My Own Texts</p>

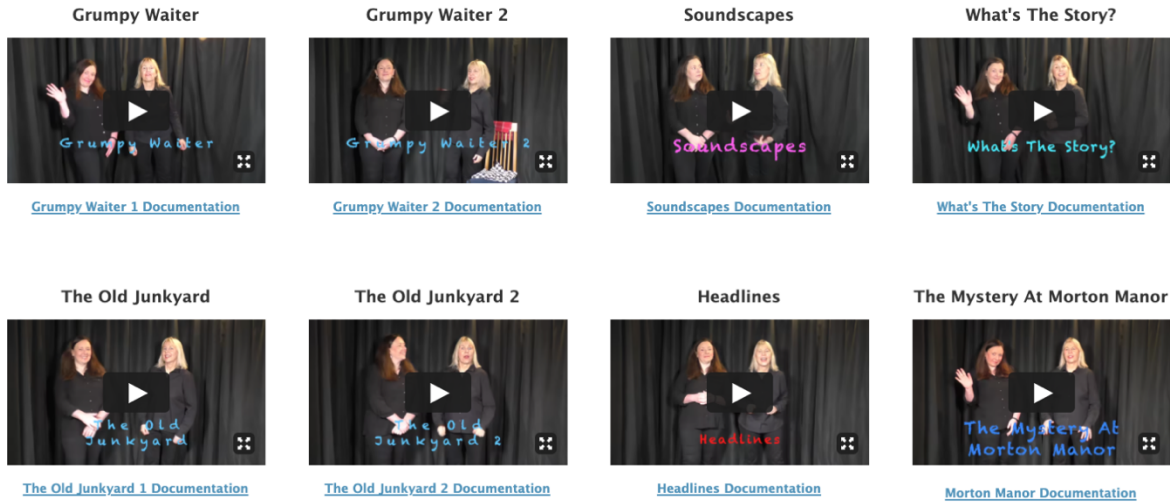
<p>Lazy Farm Helper 2</p> <p>Extending the mime skills, this lesson further explores this funny, improvised story for the students to re-enact and to add in their own ideas.</p>	<p>As Above</p>	<p>Observing Mime sequence</p> <p>Reproducing Mime sequence as individual and paired mimes.</p> <p>Attention to detail</p> <p>Sequencing of scene details</p> <p>Showing scenes</p> <p>Comic sequenced cartoon stories.</p>	<p>Comic sequenced cartoon stories.</p>	<p>We are learning to observe closely a mime scene demonstration.</p> <p>We are learning to perform individual and partner mime scenes from what we have watched.</p> <p>We are learning to pay attention to details in our scenes.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to write about the Drama story as a cartoon.</p>	<p><u>Drama</u> EXA 1.12a- Mime/Story Enactment/Role/Voice/ Narration/Pace</p> <p>EXA1-13a-Expression/Body Language/Ideas/Collaboration In Pairs</p> <p>EXA1-14a-Presentation/Music For Atmosphere/Confidence Building</p> <p>EXA1.15a- Observation/Sharing/Feedback</p> <p><u>Listening & Talking</u> LIT 1-02-Pairs and Groupwork ENG 1-03a- Mime/Gesture LIT 1-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 0-10a-1-10a- Communication Through Mime To Express Thoughts & Feelings</p> <p><u>Writing – Tools</u> LIT 1-20a/ LIT 1-24a/ LIT Drawing & Captions/Story Writing/Feedback</p> <p><u>Writing- Organising and Using Information</u> 1-26a Cartoon Story</p> <p><u>Creating Texts</u> LIT 1-31a – Use Of Own Ideas</p> <p><u>Reading- Using information</u> LIT 1-14a/ LIT 1-15a- Reading My Own Texts</p>
<p>Potion Commotion</p> <p>An improvised story which begins when old Mrs McKay comes Professor Potty’s shop looking for a Potion of Youth to remove her wrinkles.</p>	<p>Potions, Magicians, Medicines</p>	<p>Mime & Movement</p> <p>Listening & Recall</p> <p>Attention To Detail</p> <p>Improvisation</p> <p>Using own ideas</p> <p>Presentation & Giving Feedback</p>	<p>Drawing potion/lotion bottles and creating labels for them.</p>	<p>We are learning to use mime and movement in Drama Scenes</p> <p>We are learning to invent ideas for potion making.</p> <p>We are learning to remember the story details to enact ourselves.</p> <p>We are learning to draw our own potion containers and to write the labels on them showing the ingredients and dosage.</p>	<p><u>Drama</u> EXA 1.12a- Mime/Story Enactment/Role/Voice/ Narration/Pace</p> <p>EXA1-13a-Expression/Body Language/Ideas/Collaboration</p> <p>EXA1-14a- Presentation/Confidence Building</p> <p>EXA1.15a- Observation/Sharing/Feedback</p> <p><u>Listening & Talking</u> LIT 1-02-Pairs and Groupwork ENG 1-03a- Mime/Gesture LIT 1-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 0-10a-1-10a- Communication Through Mime To Express Thoughts & Feelings</p>

					<p><u>Writing – Tools</u> LIT 1-20a/ LIT 1-24a/ LIT Drawing & Labelling /Feedback</p> <p><u>Writing- Organising and Using Information</u> 1-26a Drawing & Labelling</p> <p><u>Creating Texts</u> LIT 1-31a – Use Of Own Ideas</p>
<p>Potion Commotion 2</p> <p>A follow-up to the previous lesson.</p> <p>Things go very wrong when the dosage is not adhered to.</p> <p>Can the Potion Makers produce an antidote to help Mrs McKay?</p>	<p>As Above</p> <p>Substance Misuse</p>	<p>Improvisation</p> <p>Mime and Facial Expression</p> <p>Paired and Individual Tasks</p> <p>Drawing and Labelling</p> <p>Presenting scenes to other students</p> <p>Creating ideas for antidote potion ingredients.</p> <p>Drawing and labelling antidote containers.</p>	<p>Drawing and labelling antidote containers.</p>	<p>We are learning to watch and participate at the same time a mime scene.</p> <p>We are learning to remember key parts of the story enact these with a partner.</p> <p>We are learning to create and tell our own stories.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to create our own ideas for ingredients for the antidote potion drawings.</p> <p>We are learning to think carefully about potions and medicines and dosages and how they can affect us.</p>	<p><u>Drama</u> EXA 1.12a- Mime/Story Enactment/Role/Voice/ Narration/Pace</p> <p>EXA1-13a-Expression/Body Language/Ideas/Collaboration</p> <p>EXA1-14a- Presentation/Confidence Building</p> <p>EXA1.15a- Observation/Sharing/Feedback</p> <p><u>Listening & Talking</u> LIT 1-02-Pairs and Individuals ENG 1-03a- Mime/Gesture/Facial Expression LIT 1-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 0-10a-1-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings</p> <p><u>Writing – Tools</u> LIT 1-20a/ LIT 1-24a/ LIT Drawing & Labelling Antidote Potions /Feedback</p> <p><u>Writing- Organising and Using Information</u> 1-26a Antidote Potions</p> <p><u>Creating Texts</u> LIT 1-31a – Use Of Own Ideas</p> <p><u>Reading- Using information</u> LIT 1-14a/ LIT 1-15a- Reading My Own Texts</p> <p>HWB 1-38a – Awareness of medicines/dosage/effect on HWB</p>

<p>Which One ?</p> <p>Guessing the story.</p> <p>Creating a story from a listening exercise and developing a beginning, middle and end.</p>	<p>Pets</p> <p>Emotions and Relationships</p>	<p>Listening to a pre-recording and identifying the place and the situation/scenario</p> <p>Reading a script</p> <p>Improvisation</p> <p>Working together in groups</p> <p>Mime and visualisation</p> <p>Drawing and Describing</p> <p>Presentation & Giving Feedback</p> <p>Create character still images showing emotions</p> <p>Adding thought bubbles to characters</p>	<p>Adding thought bubbles to characters</p>	<p>We are learning to listen to a sound only scene and understand what is happening.</p> <p>We are learning to read a script and listen to the sound and then act out the scene in groups.</p> <p>We are learning to imagine what our own puppy would be like and to describe it.</p> <p>We are learning to listen to our partner and draw their puppy.</p> <p>We are learning to add thought bubbles to our animal drawings.</p> <p>We are learning to think about the emotions of the story characters.</p>	<p><u>Drama</u> EXA 1.12a-Mime/Story Enactment/Role/Voice/</p> <p>EXA1-13a-Expression/Body Language/Ideas/Collaboration</p> <p>EXA1-14a-Presentation/Confidence Building</p> <p>EXA1.15a-Observation/Sharing/Feedback</p> <p><u>Listening & Talking</u> LIT 1-02a-Partner Exercise LIT 1-04a- Listening For Information LIT 1-05a -Drawing the Puppy From Listening</p> <p>ENG 1-03a- Mime/Gesture/Facial Expression/Character LIT 1-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 0-10a-1-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings</p> <p><u>Reading - Understanding</u> LIT 1-16a - Scripts</p> <p><u>Writing- Tools</u></p> <p>Organising and Using Information LIT 1-26a – Thought Bubble Format ENG 1-30a/1.31a – Character Viewpoint /Describe and Share Experiences</p> <p><u>Health & Wellbeing</u></p> <p>HWB 1-05a -Valuing Relationships/ Emotions of Others/</p>
<p>Which One 2?</p> <p>Creating a story from the previous lesson using improvisation.</p> <p>What happens when Sebastian the cat meets the new puppy?</p>	<p>As Above</p> <p>Making Friends</p>	<p>Creating animal voices and character.</p> <p>Listening and Recall</p> <p>Creating animal conversations</p> <p>Presentation & Giving Feedback</p>	<p>Writing about animal-character viewpoints.</p>	<p>We are learning to create animal characters through mime, movement and speech.</p> <p>We are learning to work together in groups to create stories.</p> <p>We are learning to present our Drama and give feedback.</p>	<p><u>Drama</u> EXA 1.12a-Mime/Story Enactment/Role/Voice/ Narration/Pace</p> <p>EXA1-13a-Expression/Body Language/Ideas/Collaboration-Group Stories</p> <p>EXA1-14a-Presentation/Confidence Building</p> <p>EXA1.15a-Observation/Sharing/Feedback</p>

		<p>Group and Paired work</p> <p>Writing about animal-character viewpoints.</p> <p>Reading out Written Work</p>		<p>We are learning to write about our characters points of view and to add on a story ending using our own ideas.</p> <p>We are learning to read out our story ideas.</p>	<p><u>Listening & Talking</u> LIT 1-02a-Group Wprk LIT 1-04a- Listening For Information</p> <p>ENG 1-03a- Mime/Gesture/Facial Expression/Animal Character LIT 1-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 1-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings</p> <p><u>Reading - Using information</u> LIT 01-14a/ LIT 01-15a-Reading My Own Texts as Sharing Activity</p> <p><u>Writing</u> Organising and Using Information ENG 1-30a/1.31a – Character Viewpoint /Describe and Share Experiences</p> <p><u>Health & Wellbeing HWB 1-05a - Valuing Relationships/ Emotions of Others/</u></p>
<p>Bank Robbery 1</p> <p>Planning a slapstick style bank robbery.</p> <p>The not-too-clever robbers make their plans.</p>	<p>Banks, Security</p> <p>Humorous Stories</p> <p>Crime</p>	<p>Characterisation and Improvisation</p> <p>Notetaking Exercise</p> <p>Listening and Recall</p> <p>Creating tableaux which detail order of events</p> <p>Adding in own ideas within the scenario</p> <p>Presentation & Giving Feedback</p>	<p>Notetaking</p>	<p>We are learning to create comical robber characters through mime, movement and speech.</p> <p>We are learning to take notes.</p> <p>We are learning to work together in groups to create tableaux</p> <p>We are learning to think about the order of events in a scene.</p> <p>We are learning to use our own ideas.</p> <p>We are learning to present our Drama and give feedback.</p>	<p><u>Drama</u> EXA 1.12a- Mime/Story Enactment/Role/Voice/ Narration/Pace/Improv/Character</p> <p>EXA1-13a-Expression/Body Language/Ideas/Collaboration</p> <p>EXA1-14a- Presentation/Confidence Building</p> <p>EXA1.15a- Observation/Sharing/Feedback</p> <p><u>Listening & Talking</u> LIT 1-02a-Group Wprk LIT 1-04a- Listening For Information</p> <p>ENG 1-03a- Mime/Gesture/Facial Expression/Animal Character LIT 1-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 1-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings</p> <p><u>Writing – Organising and Using Information</u> LIT 1-25a - -Notetaking LIT 1-26a - Sequencing</p>

<p>Bank Robbery 2</p> <p>Follow-up to the previous lesson.</p> <p>With the Police involved and a telling clue, it looks like the case will be solved.</p>	<p>As Above</p> <p>Solving A Crime</p>	<p>Listening and Recall</p> <p>Characterisation and Improvisation</p> <p>Using own ideas to end the story through group improvisations</p> <p>Presentation & Giving Feedback</p> <p>Writing the Drama story</p> <p>Reading /Sharing Stories</p>	<p>Writing the Drama story</p>	<p>We are learning to listen to a scene and enact it ourselves.</p> <p>We are learning to remember details.</p> <p>We are learning to put our own ending on the story.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to write the drama story.</p>	<p><u>Drama</u> EXA 1.12a- Mime/Story Enactment/Role/Voice/ Narration/Pace</p> <p>EXA1-13a-Expression/Body Language/Ideas/Collaboration</p> <p>EXA1-14a- Presentation/Confidence Building</p> <p>EXA1.15a- Observation/Sharing/Feedback</p> <p><u>Listening & Talking</u> LIT 1-02a-Group Wprk LIT 1-04a- Listening For Information</p> <p>ENG 1-03a- Mime/Gesture/Facial Expression/Animal Character LIT 1-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 1-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings</p> <p><u>Reading</u> ENG 1-12a – Tools- Reading Aloud Fluency & Expression</p> <p><u>Reading- Using information</u> Reading My Own Texts</p> <p><u>Writing – Organising and Using Information</u> LIT 1-26a - Sequencing</p> <p><u>Writing – Creating Texts</u> ENG 1-31a – Story Writing</p>
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Detailed mime with comic timing and slapstick will engage the students in the first lessons as they identify with the characterisation. The students should now be able to recognise Drama skills such as Tableau, different types of mime-occupational, configuration, still images and soundscapes. Presentation and feedback are becoming more of a feature and they can work in larger groups.

Into Literacy is becoming more diverse, writing from personal perspective, writing and using scripts, diary writing, note taking and reporting.

The table below gives you an overview of the Lessons, Topic Links, Key Drama skills, Literacy, Learning intentions and main Scottish Curriculum For Excellence Experiences and Outcomes for this stage.

We have selected what we think the main CFE E's and O's are for each lesson and what level they are likely to be but from experience we know that using the same lessons may result in a lower or higher level depending on the student abilities and teacher skill and experience. At this age your students are likely to be at the First Level.

We have also indicated what element of the lesson links to that particular E and O.

You might touch on or identify other matching E's and O's because this approach actually embeds a lot of them.

In Tools For Writing we appreciate that class teachers will likely be using spelling, punctuation and grammar programmes to complement Drama Literacy. Working together in writing tasks and reading each other's work is beginning to feature within the lessons so we do suggest that students check over written work (**LIT 2-23a**)

Spelling Games are included in DL Module 2 and the Terry's Literacy lessons in Module 3 are fun improvisations embedding aspects of punctuation aimed at ages 7-9 but might be appropriate for older students as well.

Lesson Titles & Outline	Topic Links	Key Drama Skills	Literacy	Learning Intentions	CFE E's and O's
<p>Grumpy Waiter 1</p> <p>A funny, slapstick mime lesson that develops into spoken language.</p>	<p>Restaurant</p> <p>Food</p>	<p>Watching and doing detailed, sequenced Mime</p> <p>Comic Timing, Slapstick</p> <p>Attention to detail</p>	<p>Captioned Picture Story</p>	<p>We are learning to watch and understand a detailed mime story .</p> <p>We are learning to enact a detailed story with a partner</p>	<p><u>Drama</u></p> <p>EXA 2.12a-Characterisation Technique-Mime/Story Enactment/Role/Voice/ Narration/Pace/Emotion/Comic Slapstick</p> <p>EXA2-13a-Expression/Body Language For Interaction/Movement/Character</p> <p>EXA2-14a-Interaction/Ideas/Collaboration/Improvisation Building Ideas in Groups/Music For</p>

<p>The setting is a restaurant where a grumpy waiter collides with a very irritating happy customer and gradually these character emotions begin to reverse.</p>		<p>Developing Mime into dialogue – Improvisation</p> <p>Using own/group ideas</p> <p>Presentation & Giving Feedback</p> <p>Captioned Picture Story</p>		<p>using mime and speaking.</p> <p>We are learning to notice details in our behaviour and to closely observe and understand each other.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to present the drama as captioned picture stories.</p>	<p>Atmosphere/ Presentation/Confidence Building</p> <p>EXA2.15a-Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others ENG 1-03a/2.03a- Mime/Gesture/Facial Expression/ ENG 2-03a / ENG 3-03a – Using Spoken Language Features/Audience Awareness</p> <p>LIT 2-04a- Listening For Information LIT 2-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 2-09a/2-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings Communication/Contribution</p> <p><u>Writing-Tools</u> LIT 1-24a/2.24a -Layout/Presentation</p> <p><u>Organising and Using Information</u> LIT 1-26a/2-26a -Captioned Story</p> <p><u>Creating Texts</u> LIT 1-31a- Captioned Story Genre</p>
<p>Grumpy Waiter 2</p> <p>In this next lesson the action is moved into the kitchen and again using mime the waiter and the chef set about preparing the "meal".</p>	<p>As Above</p>	<p>Watching and doing detailed Mime</p> <p>Comic Timing/Slapstick</p> <p>Developing Mime into dialogue - Improvisation</p> <p>Working together in groups</p> <p>Presentation & Giving Feedback</p> <p>Personal Story writing</p> <p>Presenting/Reading written work</p>	<p>Personal Story writing From Character's Viewpoint</p>	<p>We are learning to understand and enact a mime story with a partner and in a group and to add in speaking.</p> <p>We are learning to work together as a group with everyone taking a part.</p> <p>We are learning to use our own ideas and to present our drama to others and give feedback.</p> <p>We are learning to write a short story from a character's viewpoint.</p> <p>We are learning to read out our</p>	<p><u>Drama</u></p> <p>EXA 2.12a-Characterisation Technique-Mime/Story Enactment/Role/Voice/ Narration/Pace/Emotion/Comic Slapstick</p> <p>EXA2-13a-Expression/Body Language For Interaction/Movement/Character</p> <p>EXA2-14a- Group Interaction/Ideas/Collaboration/Improvisation Building Ideas in Groups/Music For Atmosphere/ Presentation/Confidence Building</p> <p>EXA2.15a-Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others ENG 1-03a/2.03a- Mime/Gesture/Facial Expression/ ENG 2-03a / ENG 3-03a – Using Spoken Language Features/Audience Awareness</p> <p>LIT 2-04a- Listening For Information LIT 2-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 2-09a/2-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings Communication/Contribution</p>

				written work to others.	<p><u>Writing-Creating Texts</u> LIT 0-09b / LIT 0-31a ENG 1-30a/2-30a – Sharing Character Experiences, Thoughts and Feelings- Character Viewpoint LIT 1-31a-2-31a - Personal Story Writing</p> <p><u>Reading</u> ENG 1-12a/2-12a – Tools- Reading Aloud Fluency & Expression – From Character’s Viewpoint</p>
<p>Soundscapes</p> <p>Creating vocal sounds that describe the ambience of a certain place.</p>	<p>Sound, The Fairground</p>	<p>Experimenting with Sound Effects</p> <p>Working closely with a partner and in groups</p> <p>Building up Soundscapes from single sounds</p> <p>Recording Soundscapes</p> <p>Presentation & Giving Feedback</p> <p>Writing the sound words</p> <p>Drawing and captioning the places chosen for the Soundscapes</p>	<p>Drawing and captioning the places chosen for the Soundscape</p> <p>Writing the sound words</p>	<p>We are learning to create sound effects and guess places associated with them.</p> <p>We are learning to work together, taking turns to build up soundscapes.</p> <p>We are learning to use our own ideas.</p> <p>We are learning to present our work as scenes/recording s and give feedback.</p> <p>We are learning to present the soundscapes as captioned pictures and feedback.</p>	<p><u>Drama</u></p> <p>EXA 2.13a- Use of Voice For Atmosphere EXA 2.14a – Working in Groups to create sound effects/soundscapes and recording EXA 2.15a -Constructive Feedback/Sharing/Presentation</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others Contributes To Group Work/Oral Presentation ENG 2-03a–Recognises Soundscape Technique to engage with listener LIT 2-04a- Listening For Information- Listening/experimenting to/with Soundscapes LIT 2-06a-Uses Written Sound Words within Soundscapes to organise for presentation LIT 1-07a- Watching Others/Questions LIT 2-09a/2-10a- Communication Through a Sound Context</p> <p><u>Writing – Tools</u> Lit 2-20a/2-23a – Soundscape Genre/Layout & Presentation of Captions/ Graphics 2.25a – Use of Written Sound Words developed into Soundscape Sequenced Exercise</p> <p><u>Writing-Creating Texts</u> LIT 2-28a-Ideas Combined in Captioned Pictures</p>
<p>What’s The Story?</p> <p>Creating a story from a listening exercise and developing a beginning, middle and end.</p>	<p>Shops, Stealing</p>	<p>Listening to a pre-recording and identifying the place and situation/ scenario</p> <p>Reading a script</p> <p>Identifying Key Characters</p> <p>Writing a Short Script in a group and</p>	<p>Writing a Short Script in a group and editing where necessary.</p> <p>Reading a script</p>	<p>We are learning to listen to a sound only scene and understand what is happening.</p> <p>We are learning to read and create a script in groups which we can remember without looking at the text.</p>	<p><u>Drama</u></p> <p>EXA 2-12a- Characterisation/Voice EXA 2-13a - Expression/Body Language For Interaction/ Character/Voice EXA 2-14a – Working Together On Improvisation Group Script/Recalling Script Details Off Page EXA 2.15a -Constructive Feedback/Sharing/Presentation</p> <p><u>Listening & Talking</u> 2-02a-2-03a – Contributes to Group Work/Values Others- Group Script LIT 2-04a 2-05a/2-06a Sequencing & Recall LIT 2-07 – Asks Relevant Questions</p>

		<p>editing where necessary.</p> <p>Reading From a Script.</p> <p>Recalling the script lines</p> <p>Working together in groups</p> <p>Presentation & Giving Feedback</p>		<p>We are learning to sequence a story and join scenes together.</p> <p>We are learning to create a short sketch.</p> <p>We are learning to give Feedback to others.</p>	<p>LIT 2.09a /2.10a– Plans/Delivers Script Presentation/ Confidence In Self- Expression</p> <p><u>Writing Tools</u> LIT 2-23a – Check Script Layout & Presentation</p> <p><u>Organising/Information</u> LIT 2-25a –2.26a Uses original Script Reading Exercise to inform and Develop Group Script Work</p> <p><u>Creating Texts</u> ENG 2-28a – Combining Ideas/Group ENG 2-29a – Exploring Issues – Stealing ENG 2-31a – Using Storyline Development to Create and Understand Character Emotions</p> <p><u>Reading</u> ENG 2-12a – Tools- Reading Aloud Fluency & Expression From Script –Character’s Viewpoint</p> <p>HWB – Stealing Aspects</p>
<p>The Old Junkyard</p> <p>Configuration Mime to create the Junkyard.</p> <p>Every object here has a back story. The atmosphere of the Junkyard is created.</p>	<p>The Junkyard</p> <p>Sensory</p> <p>Emotions</p>	<p>Solo Configuration Mime</p> <p>Vocalising Junkyard stories</p> <p>Improvisation</p> <p>Presentation & Giving Feedback</p> <p>Writing as a Junkyard object</p> <p>Reading Junkyard story & Sharing</p>	<p>Writing as a Junkyard object</p>	<p>We are learning to make objects with our bodies using configuration mime.</p> <p>We are learning to create and tell Junkyard stories using our own /group ideas.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to write about our experiences as a Junkyard object.</p> <p>We are learning to share/read out our Junkyard stories.</p>	<p><u>Drama</u></p> <p>EXA 2.12a-Characterisation Technique-Configuration Mime/ Role/Voice/ Narration/Pace/Emotion</p> <p>EXA2-13a-Expression/Body Language For Interaction/Movement/Character</p> <p>EXA2-14a- Group Interaction/Ideas/Collaboration/Improvisation Building Ideas in Groups/Music For Atmosphere/ Presentation/Confidence Building</p> <p>EXA2.15a-Observation/Sharing/Constructive Feedback /Personal Response/Presentation</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others Contributes To Group Work/Non-Verbal & Verbal Presentation ENG 2-03a–Influencing Listener for Empathy LIT 2-04a- Listening For Information LIT 2-09a/2-10a- Communication/Appropriate Expression For Audience/Use of Vocabulary</p> <p><u>Writing Tools</u> LIT 2-23a – Check Junkyard Stories For Presentation</p> <p><u>Organising/Information</u> LIT 2-25a –2.26a Appropriate Vocabulary</p> <p><u>Creating Texts</u> ENG 2-28a – Combining Group Ideas ENG 2-29a – Exploring Issues – Empathy For Junkyard Objects ENG 2-30a – Describing Thoughts & Feelings of a Created Character</p>

					<p>2.31a - Using Storyline Development to Create and Understand Character Emotions in a Creative, Sensory Way</p> <p><u>Reading</u> ENG 2-12a – Tools- Reading Aloud Fluency & Expression From Story From -- Character's Viewpoint</p>
<p>The Old Junkyard 2</p> <p>The students now become junkyard objects with thoughts and feelings.</p> <p>We explore the saying "One person's junk is another person's treasure."</p>	<p>Recycling and Reusing</p>	<p>Group Configuration Mime</p> <p>Working together in groups</p> <p>Improvisation</p> <p>Presenting & Giving Feedback</p> <p>Writing a diary entry as a Junkyard object</p> <p>Reading our diary entries out to the class</p>	<p>Writing a diary entry as a Junkyard object</p>	<p>We are learning to work together to make objects with our bodies as part of a group using configuration mime.</p> <p>We are learning to create an improvised scene as our Junkyard characters</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to write diary entries as Junkyard objects.</p> <p>We are learning to read out our written work to the class.</p>	<p><u>Drama</u></p> <p>EXA 2.12a-Characterisation Technique- Configuration Mime/ Role/Voice/ Narration/Pace/Emotion</p> <p>EXA2-13a-Expression/Body Language For Interaction/Movement/Character</p> <p>EXA2-14a- Group Interaction/Ideas/Collaboration/Improvisation Building Ideas in Groups/Music For Atmosphere/ Presentation/Confidence Building</p> <p>EXA2.15a-Observation/Sharing/Constructive Feedback /Personal Response/Presentation</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others Contributes To Group Work/Non-Verbal & Verbal Presentation ENG 2-03a–Influencing Listener for Empathy LIT 2-04a- Listening For Information LIT 2-09a/2-10a- Communication/Appropriate Expression For Audience/Use of Vocabulary</p> <p><u>Writing Tools</u> LIT 2-23a – Check Junkyard Diaries For Presentation</p> <p><u>Organising/Information</u> LIT 2-25a –2.26a Appropriate Vocabulary</p> <p><u>Creating Texts</u></p> <p>ENG 2-28a – Combining Group Ideas ENG 2-29a – Exploring Issues – Empathy For Junkyard Objects ENG 2-30a – Describing Thoughts & Feelings of a Created Character</p> <p>2.31a - Using Storyline Development to Create and Understand Character Emotions in a Creative, Sensory Way</p> <p><u>Reading</u> ENG 2-12a – Tools- Reading Aloud Fluency & Expression From Diary Entries-- Character's Viewpoint</p>
<p>Headlines</p> <p>Using tableaux to create interesting snapshots which capture an event/news</p>	<p>News Reporting, Headlines, Newspaper stories</p>	<p>Creating and making inferences from Tableaux & Still Images</p>	<p>Writing and using scripts/notes to read from while reporting.</p>	<p>We are learning to create tableaux which show activities in certain places.</p> <p>We are learning to attach</p>	<p><u>Drama</u></p> <p>EXA 2-12a-Tableau /Characterisation/Voice EXA 2-13a - Expression/Body Language For Interaction/ Character/Voice EXA 2-14a – Working Together On Improvisation /Interviews/ Reporting</p>

<p>item for a newspaper headline.</p> <p>Develop these into newspaper and TV reports and interviews.</p>		<p>Attaching headlines to the tableaux</p> <p>Working together in groups</p> <p>Reporting and Interviewing</p> <p>Writing and using scripts/notes to read from while reporting.</p>		<p>headlines to these tableaux and to explore their use in newspapers</p> <p>We are learning to look at the stories behind the tableaux.</p> <p>We are learning to report these news stories as newspaper articles and TV news reports and to include interviews.</p> <p>We are learning to read/share our reports with others.</p>	<p>EXA 2.15a -Constructive Feedback/Sharing/Presentation</p> <p><u>Listening & Talking</u> 2-02a-2-03a – Contributes to Group Work/Values Others LIT 2-04a 2-05a/2-06a Sequencing & Recall LI 2-06a - Notetaking LIT 2-07 – Asks Relevant Questions LIT 2.09a /2.10a–Presentation/ Confidence In Self- Expression</p> <p><u>Writing Tools</u> LIT 2-23a – Check Reports Layout & Presentation</p> <p><u>Organising/Information</u> LIT 2-25a –2.26a –Notetakein & Reporting Newspaper Articles-Assemble Details/Vocabulary/Presentation</p> <p><u>Creating Texts</u> ENG 2-27a –2-29a Genre - Newspaper</p> <p><u>Reading</u> ENG 2-12a – Tools- Reading Aloud Fluency & Expression From Newspaper Reports</p>
<p>The Mystery At Morton Manor</p> <p>Using a headline, a crime is introduced.</p> <p>When a pearl necklace is stolen there are 3 suspects.</p> <p>Who is to blame and how did they commit the crime?</p>	<p>Mystery Stories</p>	<p>Characterisation</p> <p>Listening to detail</p> <p>Improvisation</p> <p>Interviewing</p> <p>Questioning</p> <p>Solving the mystery - possible outcomes</p> <p>Presenting & Giving Feedback</p> <p>Notetaking and newspaper report writing</p> <p>Reading Report Writing</p>	<p>Notetaking and newspaper report writing.</p>	<p>We are learning to listen to details of a mystery story.</p> <p>We are learning to become the characters involved.</p> <p>We are learning to interview with searching questions.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to take notes and to retell/read the story as a report.</p>	<p>Drama EXA 2-12a- Characterisation/Voice/Impro EXA 2-13a - Expression/Body Language For Interaction/ Character/Atmosphere EXA 2-14a – Working Together On Improvisation /Interview EXA2.15a-Observation/Sharing/Presentation/ Constructive Feedback</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others Contributes To Group Work/Oral Presentation ENG 2-03a–Recognises interview Technique to engage with listener/Questions LIT 2-04a- Listening For Information LIT 2-06a - Notetaking LIT 2.07a – Questions- Fact & Opinion In Crime LIT 2-09a/2-10a- Communication/Appropriate Use of Vocabulary Through In Role</p> <p><u>Writing Tools</u> LIT 2-23a – Check Reports Layout & Presentation</p> <p><u>Writing – Organising and Using Information</u> LIT 2-25a - -Notetaking & Reporting LIT 2-26a – Sequencing Texts/ Appropriate Vocabulary</p> <p><u>Creating Texts</u> ENG 2-27a –2-29a Genre - Newspaper</p> <p><u>Reading</u> ENG 2-12a – Tools- Reading Aloud Reports</p>

PRIMARY 6 / YEAR 5 / APPROX AGE 10

[Primary 6 Overview Module 1](#)



As the students become older we generally find that the most successful lessons are achieved by going into depth on a subject rather than the one-off lessons.

You will see that gradually over the Primary class stages in Module 1 we have grouped a story/theme into two lessons. In the Upper Stages here we have gone further using two scenarios to develop at greater depth. We have found that by doing this, older students really get into the characters and storylines and ultimately produce higher quality writing.

Again we begin with Mime Scenes from the Park Bench story introducing four main characters. The final two lessons introduce speaking to the characterisation which further delves into the personalities and quirkiness of the characters. Paired activity then develops into group work as the story unfolds.

In contrast the second theme is dark and spooky covering Drama skills such as Choral Speaking, Ghostly Walks, Slow Motion and Creating Atmosphere.

Into Literacy involves Scripting, Creative Writing, Listing For and Against Arguments and Captain's Log Entries.

The table below gives you an overview of the Lessons, Topic Links, Key Drama skills, Literacy, Learning intentions and main Scottish Curriculum For Excellence Experiences and Outcomes for this stage.

We have selected what we think the main CFE E's and O's are for each lesson and what level they are likely to be but from experience we know that using the same lessons may result in a lower or higher level depending on the student abilities and teacher skill and experience. At this age your students are likely to be at the First Level.

We have also indicated what element of the lesson links to that particular E and O.

You might touch on or identify other matching E's and O's because this approach actually embeds a lot of them.

In Tools For Writing we appreciate that class teachers will likely be using spelling, punctuation and grammar programmes to complement Drama Literacy. Working together in writing tasks and reading each other's work is beginning to feature within the lessons so we do suggest that students check over written work (*LIT 2-23a*)

Spelling Games are included in DL Module 2 and the Terry's Literacy lessons in Module 3 are fun improvisations embedding aspects of punctuation aimed at ages 7-9 but might be appropriate for older students as well.

Lesson Titles & Outline	Topic Links	Key Drama Skills	Literacy	Learning Intentions	CFE E's and O's
<p>Park Bench 1</p> <p>A funny, slapstick mime lesson that develops over the lesson series into spoken language.</p> <p>Two painters prepare to paint a park bench. The Boss is not impressed with the Apprentice.</p>	<p>Occupations</p> <p>Comical Stories,</p> <p>Slapstick</p> <p>Humour</p>	<p>Watching and Doing Detailed Mime Exercises</p> <p>Comic Timing/Slapstick</p> <p>Attention to detail</p> <p>Characterisation</p> <p>Presentation & Giving Feedback</p> <p>Captioned Cartoon Story</p>	<p>Captioned Cartoon Story</p>	<p>We are learning simple mime exercises with a partner.</p> <p>We are learning to watch a mime scene and guess/discuss what is happening.</p> <p>We are learning enact the mime scene, becoming the characters, with a partner.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to present the drama lesson as captioned picture/cartoon strip story.</p>	<p><u>Drama</u> <u>Drama</u> EXA 2.12a-Characterisation Technique-Mime/Story Enactment/Role/Pace/Emotion/Comic Slapstick</p> <p>EXA2-13a-Expression/Body Language For Interaction/Movement/Character</p> <p>EXA2-14a-Interaction/Ideas/Collaboration/Improvisation Building Ideas in Groups/Music For Atmosphere/ Presentation/Confidence Building</p> <p>EXA2.15a-Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> <u>LIT 2-02a – Groupwork, Valuing Contribution of Others</u> <u>ENG 1-03a/2.03a- Mime/Gesture/Facial Expression/</u> <u>ENG 2-03a / ENG 3-03a – Using Spoken Language Features/Audience Awareness</u></p> <p><u>LIT 2-04a- Listening For Information</u> <u>LIT 2-06a- Sequencing</u> <u>LIT 1-07a- Watching Others/Questions</u> <u>LIT 2-09a/2-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings</u> <u>Communication/Contribution</u></p> <p><u>Organising and Using Information</u> <u>LIT 1-26a</u></p> <p><u>Creating Texts</u> <u>LIT 0-09b / LIT 0-31a</u></p> <p><u>Listening & Talking</u> <u>LIT 2-02a</u> <u>ENG 2-03a</u></p>

<p>Park Bench 2</p> <p>Meeting two new characters in the story.</p> <p>The painters are on their break when two unsuspecting characters sit on their newly painted bench - what did they forget to do we wonder?</p>	<p>As Above</p>	<p>Watching and Doing Detailed Mime Scenes</p> <p>Comic Timing/Slapstick</p> <p>Attention to detail</p> <p>Characterisation</p> <p>Presentation & Giving Feedback</p> <p>Recalling The Whole Story</p> <p>Captioned Cartoon Story</p>	<p>Captioned Cartoon Style Story</p>	<p>We are learning to introduce a new mime scene to the story with different characters.</p> <p>We are learning to remember the order of events to piece scenes together creating the whole story.</p> <p>We are learning to use our own ideas and to present our drama to others and give feedback.</p> <p>We are learning to present the drama lesson as captioned picture/cartoon strip story.</p>	<p><u>Drama</u> EXA 2.12a-Characterisation Technique-Mime/Story Enactment/Role/Pace/Emotion/Comic Slapstick</p> <p>EXA2-13a-Expression/Body Language For Interaction/Movement/Character</p> <p>EXA2-14a-Interaction/Ideas/Collaboration/Improvisation Building Ideas in Groups/Music For Atmosphere/ Presentation/Confidence Building</p> <p>EXA2.15a-Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others ENG 1-03a/2.03a- Mime/Gesture/Facial Expression/ ENG 2-03a / ENG 3-03a – Using Spoken Language Features/Audience Awareness</p> <p>LIT 2-04a- Listening For Information LIT 2-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 2-09a/2-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings Communication/Contribution</p>
<p>Park Bench 3</p> <p>The mime scenes now become spoken versions, encouraging the students to use their own lines.</p>	<p>As Above</p>	<p>Spoken Improvisations From Mime Scenes</p> <p>Incorporating Own Words</p> <p>Characterisation Through Spoken Language and Mime</p> <p>Presentation & Giving Feedback</p> <p>Partnered Script Writing</p>	<p>Partnered Script Writing</p>	<p>We are learning to add in speaking to our mime scenes and to use our own words.</p> <p>We are learning to present our scenes and give feedback.</p> <p>We are learning to create a short script with a partner.</p>	<p><u>Drama</u> EXA 2.12a-Characterisation Technique-Mime/Story Enactment/Role/Voice/ Narration/Pace/Emotion/Comic Slapstick</p> <p>EXA2-13a-Expression/Body Language For Interaction/Movement/Character</p> <p>EXA2-14a-Interaction/Ideas/Collaboration/Improvisation Building Ideas in Groups/Music For Atmosphere/ Presentation/Confidence Building</p> <p>EXA2.15a-Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others ENG 1-03a/2.03a- Mime/Gesture/Facial Expression/ ENG 2-03a / ENG 3-03a – Using Spoken Language Features/Audience Awareness</p> <p>LIT 2-04a- Listening For Information LIT 2-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 2-09a/2-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings Communication/Contribution</p>

					<p><u>Writing Tools</u> LIT 2-23a – Check Script Layout & Presentation</p> <p><u>Organising/Information</u> LIT 2-25a –2.26a Partnered Script Work</p> <p><u>Creating Texts</u> ENG 2-28a – Combining Ideas/Group/Script ENG 2-31a – Using Storyline Development to Create and Understand Character Emotions</p> <p><u>Reading</u> ENG 2-12a – Tools- Reading Aloud Fluency & Expression From Script</p>
<p>Park Bench 4</p> <p>Completion of the final spoken scene in the story and then considering ways of developing it into writing.</p> <p>This series of scenes makes an excellent Presentation Piece either Mimed or Spoken Version.</p>	As Above	<p>Spoken Improvisations From Mime Scenes</p> <p>Incorporating Own Words</p> <p>Characterisation Through Spoken Language and Mime</p> <p>Using a Help Screen</p> <p>Presentation & Giving Feedback</p> <p>Creative Writing</p>	<p>Creative Writing - A Series of Writing Options are given.</p>	<p>We are learning to create the final story scene adding speaking.</p> <p>We are learning to refer to the Help Screen for order of events.</p> <p>We are learning to present our scenes and give feedback.</p> <p>We are learning to write our own stories based on the Park Bench Drama & Sharing</p>	<p><u>Drama</u> EXA 2.12a-Characterisation Technique-Mime/Story Enactment/Role/Voice/ Narration/Pace/Emotion/Comic Slapstick</p> <p>EXA2-13a-Expression/Body Language For Interaction/Movement/Character</p> <p>EXA2-14a- Interaction/Ideas/Collaboration/Improvisation Building Ideas in Groups/Music For Atmosphere/ Presentation/Confidence Building</p> <p>EXA2.15a-Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others ENG 1-03a/2.03a- Mime/Gesture/Facial Expression/ ENG 2-03a / ENG 3-03a – Using Spoken Language Features/Audience Awareness</p> <p>LIT 2-04a- Listening For Information LIT 2-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 2-09a/2-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings Communication/Contribution</p> <p><u>Writing Tools</u> LIT 2-23a –Individual Writing, Layout & Presentation</p> <p><u>Organising/Information</u> LIT 2-25a –2.26a Creative Writing</p> <p><u>Creating Texts</u> ENG 2-31a – Using Storyline Development to Create and Understand Character Emotions and Create Own Story/ Imaginative & Creative Writing</p> <p><u>Reading</u> ENG 2-12a – Tools- Reading Aloud Fluency & Expression From Creative Writing</p>

<p>The Voyage 1</p> <p>Sailors set off on the search for new lands.</p> <p>When their ship suddenly stops for no reason, they debate how to go about finding out how to fix the problem.</p>	<p>Voyages</p> <p>The Sea</p> <p>Mystery Stories</p>	<p>Characterisation</p> <p>Whole class movement and occupational mime</p> <p>Improvisation with Turn Taking</p> <p>Introducing a Point of Tension</p> <p>Presentation & Giving Feedback</p> <p>Writing For and Against lists with a partner</p>	<p>Writing For and Against lists with a partner</p>	<p>We are learning to create different characters.</p> <p>We are learning occupational mime and to work in a whole class activity.</p> <p>We are learning to take turns to speak in a large group.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to write For and Against lists, working with a partner.</p> <p>Sharing Lists- Reading</p>	<p><u>Drama</u> EXA 2.12a-Characterisation Technique-Occupational Mime/Story Enactment/Role/Voice/ Pace/Emotion</p> <p>EXA2-13a-Expression/Body Language For Interaction/Movement/Character</p> <p>EXA2-14a-Interaction/Ideas/Collaboration/Improvisation Building Ideas in Groups/Music For Atmosphere/ Presentation/Confidence Building/Point of Tension</p> <p>EXA2.15a-Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others ENG 1-03a/2.03a- Mime/Gesture/Facial Expression/ ENG 2-03a / ENG 3-03a – Using Spoken Language Features/Audience Awareness</p> <p>LIT 2-04a- Listening For Information LIT 2-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 2-09a/2-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings Communication/Contribution</p> <p><u>Writing - Creating Texts</u></p> <p>LIT 2-29a – Persuasion/Opinion – For and Against Lists</p> <p><u>Reading</u> ENG 2-12a – Tools- Reading Aloud Fluency & Expression From For & Against Lists</p>
<p>The Voyage 2</p> <p>Investigations using slow motion, mime and movement under the ship reveal a treasure trove of objects.</p>	<p>As Above</p>	<p>Slow Motion Movement and Mime</p> <p>Whole Class Activity</p> <p>Group Improvisations</p> <p>Presenting & Giving Feedback</p> <p>Drawing and Writing About Objects</p>	<p>Drawing and Writing About Objects</p>	<p>We are learning to work together to create a class scene using slow controlled movement and mime.</p> <p>We are learning to improvise a scene in a group.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to draw objects, write descriptions and consider their back stories & sharing writing</p>	<p><u>Drama</u> EXA 2.12a-Characterisation Technique-Slow Motion/ Mime/Story Enactment/Role/Voice/ Pace/Emotion</p> <p>EXA2-13a-Expression/Body Language For Interaction/Movement/Character</p> <p>EXA2-14a-Interaction/Ideas/Collaboration/Improvisation Building Ideas in Groups/Music For Atmosphere/ Presentation/Confidence Building/Point of Tension</p> <p>EXA2.15a-Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others ENG 2.03a- Mime/Gesture/Facial Expression/ ENG 2-03a / ENG 3-03a – Using Spoken Language Features/Audience Awareness</p> <p>LIT 2-04a- Listening For Information</p>

					<p>LIT 2-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 2-09a/2-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings Communication/Contribution</p> <p><u>Writing Tools</u> LIT 2-23a –Checking Writing Presentation</p> <p><u>Organising/Information</u> LIT 2-24a –2.26a Drawing and Writing Descriptions With Consideration to Back Stories</p> <p><u>Writing - Creating Texts</u> LIT 2-28- Conveying Info ENG 2-30 – Describing Experiences</p>
<p>The Voyage 3 A strange underwater spirit world is angered by the actions of the sailors.</p>	As Above	<p>Ghostly Walk Technique and Slow Motion</p> <p>Creating Atmosphere</p> <p>Creating and Writing Lines For Choral Speaking</p> <p>Choral Speaking</p> <p>Recording and Editing Choral Speaking</p>	<p>Creating and Writing Lines For Choral Speaking</p>	<p>We are learning to slow down movement for dramatic effect.</p> <p>We are learning to write lines and to use them in a Choral Speaking scene.</p> <p>We are learning to record and edit Choral Speaking, pulling it together as a whole class/large group piece & Sharing</p>	<p>Drama EXA 2.12a-Characterisation Technique-Slow Motion/ Ghostly Walk/Mime/Story Enactment/Role/Voice/ Pace/Emotion</p> <p>EXA2-13a-Expression/Body Language For Interaction/Movement/Character /Choral Speaking-Recording</p> <p>EXA2-14a- Interaction/Ideas/Collaboration/Improvisation Building Ideas in Groups/Music For Atmosphere/ Presentation/Confidence Building/Point of Tension</p> <p>EXA2.15a-Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others ENG 2.03a- Mime/Gesture/Facial Expression/ ENG 2-03a / ENG 3-03a – Using Spoken Language Features/Audience Awareness</p> <p>LIT 2-04a- Listening For Information LIT 2-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 2-09a/2-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings Communication/Contribution</p> <p><u>Writing Tools</u> LIT 2-23a –Checking Writing Presentation</p> <p><u>Organising/Information</u> LIT 2-24a –2.26a Scripting Lines For Choral Speaking</p> <p><u>Writing - Creating Texts</u> ENG 2-27a/LIT-2-28a- Style & Genre Choral Speaking</p>

					<p>ENG 2-30a-2-31a – Describing Experiences-Thoughts and Feelings/Imagery- Choral Speaking</p> <p>Reading ENG 2-12a – Tools- Reading Aloud Fluency & Expression From Choral Speaking</p>
<p>The Voyage 4</p> <p>The spirits visit the sailors to avenge the perceived theft and in a spooky role reversal the ship is finally released from its stationary berth.</p>	As Above	<p>Listening and Watching Detail</p> <p>Improvisation and Mime</p> <p>Contrasting Character Types</p> <p>Slow Motion Technique</p> <p>Joining Scenes Together</p> <p>Writing A Captain’s Log Entry</p>	<p>Writing A Captain’s Log Entry</p>	<p>We are learning to create a ghostly movement scene showing different character types.</p> <p>We are learning to piece together our Mime and Movement scenes to make them flow together.</p> <p>We are learning to expand on our slow motion technique to create an intriguing movement group scene.</p> <p>We are learning to write a Captain’s Log & Share</p>	<p>Drama EXA 2.12a-Characterisation Technique-Slow Motion/ Ghostly Walk/Mime/Story Enactment/Role/Voice/ Pace/Emotion</p> <p>EXA2-13a-Expression/Body Language For Interaction/Movement/Contrasting Characters</p> <p>EXA2-14a-Interaction/Ideas/Collaboration/Improvisation Building Ideas in Groups/Music For Atmosphere/ Presentation/Confidence Building/Point of Tension</p> <p>EXA2.15a-Observation/Sharing/Constructive Feedback /Personal Response</p> <p>Listening & Talking LIT 2-02a – Groupwork, Valuing Contribution of Others ENG 2.03a- Mime/Gesture/Facial Expression/ ENG 2-03a / ENG 3-03a – Using Spoken Language Features/Audience Awareness</p> <p>LIT 2-04a- Listening For Information LIT 2-06a- Sequencing LIT 1-07a- Watching Others/Questions LIT 2-09a/2-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings Communication/Contribution</p> <p>Writing Tools LIT 2-23a –Checking Writing Presentation</p> <p>Organising/Information LIT 2-24a –2.26a Organising Thoughts into a Log</p> <p>Writing - Creating Texts ENG 2-27a/LIT-2-28a- Style & Genre of A Log ENG 2-30a-2-31a – Describing Experiences-Thoughts and Feelings/Captain’s Log</p> <p>Reading ENG 2-12a – Tools- Reading Aloud Fluency & Expression From Captain’s Log</p>

Starter Lines



[Starter Lines Documentation](#)

[Starter Lines Examples](#)

Hands Through



[Hands Through Documentation](#)

Bad Hair Day



[Bad Hair Day Documentation](#)

Ethel's Tearoom



[Ethel's Tearoom Documentation](#)

Ethel's Tearoom 2



[Ethel's Tearoom 2 Documentation](#)

Ethel's Tearoom 3



[Ethel's Tearoom 3 Documentation](#)

Campfire Story



[Campfire Story Documentation](#)

Campfire Story 2



[Campfire Story 2 Documentation](#)

Primary 7 is a big year for students and we have found that more teachers than at any other stage approach us for ideas to use with this particular stage.

We have found that lessons geared towards gelling the class with an emphasis on working together while adding in group and class challenges in a fun but structured way, can make a big difference to a P7 class climate.

The first 3 lessons are standalone with the students working in pairs and small groups.

Ethel's Tearoom is a humorous story that we have actually used many times for presentation to an audience and the Campfire lessons have darker elements of mystery and intrigue, always a popular theme and can really produce quality writing from students.

We recommend that you do these lessons in the order presented here as there is a build-up in skills and in mood with the lighter lessons first and then the very focused and more sensory Campfire lessons that will really fire the imagination.

The Campfire lessons use a template format which is also a more advanced lesson design.

The table below gives you an overview of the Lessons, Topic Links, Key Drama skills, Literacy, Learning intentions and main Scottish Curriculum For Excellence Experiences and Outcomes for this stage.

We have selected what we think the main CFE E's and O's are for each lesson and what level they are likely to be but from experience we know that using the same lessons may result in a lower or higher level depending on the student abilities and teacher skill and experience. At this age your students are likely to be at the First Level.

We have also indicated what element of the lesson links to that particular E and O.

You might touch on or identify other matching E's and O's because this approach actually embeds a lot of them.

In Tools For Writing we appreciate that class teachers will likely be using spelling, punctuation and grammar programmes to complement Drama Literacy. Working together in writing tasks and reading each other's work is beginning to feature within the lessons so we do suggest that students check over written work (*LIT 2-23a*)

Spelling Games are included in DL Module 2 and the Terry’s Literacy lessons in Module 3 are fun improvisations embedding aspects of punctuation aimed at ages 7-9 but might be appropriate for older students as well.

Lesson Titles & Outline	Topic Links	Key Drama Skills	Literacy	Learning Intentions	CFE E’s and O’s
<p>Starter Lines</p> <p>Creating Scenarios From Starter Lines</p>	<p>Initiating Dialogue</p> <p>Dialogue Openers For Stories</p>	<p>Using Starter Lines To Begin A Developing Dialogue</p> <p>Listening & Responding</p> <p>Writing & Creating Starter Lines</p> <p>Sharing Scenes</p>	<p>Writing & Creating Starter Lines</p>	<p>We are learning to take a starter line and develop a dialogue from it.</p> <p>We are learning to listen to others and to think quickly in our dialogue responses.</p> <p>We are learning to support our partners in the continuation of a dialogue.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to create and write Starter Lines for other groups to use & Sharing.</p>	<p><u>Drama</u> EXA 2.12a-Choose Voice, Emotion of Character – Starter Lines</p> <p>EXA2-13a-Take on a Character Role as initiated by Starter Line</p> <p>EXA2-14a- Create Dialogue/Improvisation in Response To Partner</p> <p>EXA2.15a-Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> LIT 2-02a –Paired Activity/Valuing & Adding To Contribution of Others ENG 2.03a- Use of Mime/Gesture/Facial Expression/ ENG 2-03a– Using Spoken Language Features/Supporting Others Ideas</p> <p>LIT 2-04a- LIT 2-06a- Selecting Appropriate Vocabulary For Starter Lines Scenes LIT 2-07a- Use of Questions Within Dialogue LIT 2-09a/2-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings To Support Communication/Contribution</p> <p><u>Writing -Organising Info –</u> LIT 2-24a –2.26a – Selecting Ideas Suitable For Starting Dialogue</p> <p><u>Writing - Creating Texts</u> ENG 2-27a/LIT-2-28a- Style & Genre of Chosen Dialogue ENG 2-30a-2-31a – Describing Experiences-Thoughts and Feelings Through Role & Dialogue</p> <p><u>Reading</u> ENG 2-12a – Tools- Reading Starter Lines Prepared By Other Students and Developing</p>

<p>Hands Through</p> <p>Gesture and Mime Lesson</p> <p>This is a challenging but fun technique to explore use of gesture and quick response.</p>	<p>Partner Work,</p> <p>Mime</p> <p>Gesture</p> <p>Use of Voice</p>	<p>Use of Gesture</p> <p>Timing</p> <p>Close Listening</p> <p>Attention to Detail</p> <p>Giving & Following Instructions</p> <p>Presentation & Giving Feedback</p> <p>Writing Instructions To Pass On</p>	<p>Writing instructions for another pair to follow</p> <p>Reading instructions from another pair</p>	<p>We are learning to think about how gesture is used to enhance voice in communication.</p> <p>We are learning to work very closely with a partner to produce gesture and voice as two separate actors.</p> <p>We are learning to respond quickly in gesture to a partner's instruction/direction.</p> <p>We are learning to watch and give feedback.</p> <p>We are learning to write instructions for another pair.</p> <p>We are learning To Share Our Work</p>	<p><u>Drama</u> EXA 2.12a-Characterisation /Mime/Story Enactment/Role/ Voice/Pace/Emotion</p> <p>EXA2-13a-Expression/Body Language & Gesture</p> <p>EXA2-14a- Interaction/Ideas/Collaboration/ Presentation/Audience Awareness</p> <p>EXA2.15a- Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> LIT 2-02a –Paired Activity/Valuing & Adding To Contribution of Others ENG 2.03a- Use of Mime/Gesture/ ENG 2-03a– Using Spoken Language Features/Supporting Others Ideas</p> <p>LIT 2-04a- LIT 2-06a- Selecting Appropriate Vocabulary For Instructional Scenes LIT 2-09a/2-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings To Support Communication/Contribution/Audience Awareness</p> <p><u>Writing -Organising Info –</u> LIT 2-24a –2.26a – Selecting Ideas Suitable For Instructional Activity</p> <p><u>Writing - Creating Texts</u> ENG 2-27a/LIT-2-28a- Style & Genre of Chosen Context ENG 2-30a-2-31a – Describing Experiences-Thoughts and Feelings Through The Hands Through Technique</p> <p><u>Reading</u> ENG 2-12a – Tools- Reading Instructions Lines Prepared By Other Students</p>
<p>Bad Hair Day</p> <p>Hairdressing Scenario that does not go according to plan.</p> <p>Comical Sketch</p>	<p>Occupations</p> <p>Comedy Sketch</p> <p>Characterisation</p>	<p>Watching & Listening</p> <p>Paired & Group Improvisation</p> <p>Characterisation Through Spoken Language and Mime</p> <p>Creating Characters</p>	<p>Comic Strip Presentation</p>	<p>We are learning to create our own Hairdresser characters.</p> <p>We are learning to use asides to engage the audience in our scenes.</p> <p>We are learning to use comic timing to enhance our scene presentations.</p>	<p><u>Drama</u> EXA 2.12a-Characterisation Technique-Mime/Story Enactment/Role/Voice/ /Pace/Emotion/Comic Timing</p> <p>EXA2-13a-Expression/Body Language/Gesture/Asides</p> <p>EXA2-14a- Interaction/Ideas/Collaboration/ Improvisation Building Ideas in Groups/Presentation/Confidence Building</p>

		<p>Asides and Facial Expression</p> <p>Comic Timing</p> <p>Presentation & Giving Feedback</p> <p>Comic Strip Presentation</p>		<p>We are learning present our scenes and give feedback.</p> <p>We are learning to create comic strip presentations that use a variety of symbols.</p>	<p>EXA2.15a- Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others ENG 2.03a- Mime/Gesture/Facial Expression/ ENG 2-03a / ENG 3-03a – Using Spoken Language Features/Audience Awareness</p> <p>LIT 2-04a- Listening For Information LIT 2-06a- Sequencing LIT 2-09a/2-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings Communication/Support Contribution</p> <p><u>Writing Tools</u> LIT 2-23a – Check Comic Strip Layout & Presentation</p> <p><u>Organising/Information</u> LIT 2-25a –2.26a Comic Strip Sequence</p> <p><u>Creating Texts</u> LIT 2-31a- Comic Strip Story Genre</p> <p>ENG 2-31a – Using Storyline Development to Create and Understand Character Emotions</p>
<p>Ethel’s Tearoom</p> <p>When Ethel McKee wins the Bingo jackpot, her dream of opening a tearoom is fulfilled.</p> <p>This series of scenes makes an excellent Presentation Piece.</p>	<p>Social Drama, Restaurants/cafes, Characterisation</p>	<p>Improvisation & Characterisation</p> <p>Use of Cue Lines In Whole Class Improvisation</p> <p>Presentation & Giving Feedback</p> <p>Writing Menus</p>	<p>Writing appropriate Menus to use in the next scene</p>	<p>We are learning to engage in whole class improvisation and to create characters.</p> <p>We are learning to use cue lines to signal freezing the action.</p> <p>We are learning to set up a whole class scene using cue lines as signals to link the different scene components.</p> <p>We are learning to create humorous character personalities.</p> <p>We are learning to present our scenes and give feedback.</p> <p>We are learning to create appropriate Menus for Ethel’s Tearoom.</p>	<p><u>Drama</u> EXA 2.12a-Characterisation /Story Enactment/Role/Voice/ /Pace/Emotion/Comic Timing</p> <p>EXA2-13a-Expression/Body Language/Gesture/Asides</p> <p>EXA2-14a- Interaction/Ideas/Collaboration/ Improvisation Building Ideas in Groups/Presentation/Confidence Building</p> <p>EXA2.15a- Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others ENG 2.03a- Mime/Gesture/Facial Expression/ ENG 2-03a / ENG 3-03a – Using Spoken Language Features/Audience Awareness</p> <p>LIT 2-04a- Listening For Information LIT 2-06a- Sequencing LIT 2-09a/2-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings Communication/Support Contribution</p> <p><u>Writing Tools</u></p>

					<p>LIT 1-23a/2-23a – Check Menu Layout & Presentation</p> <p><u>Organising/Information</u> LIT 2-25a –2.26a Menu Sequence & Menu Item Selection</p> <p><u>Creating Texts</u> ENG 1-31a/2-31a - Genre-Menus</p>
<p>Ethel's Tearoom 2</p> <p>As people hear about the tearoom, the opening day comes and it turns out to be very eventful.</p>	As Above	<p>Improvisation & Characterisation</p> <p>Exploring Different Means of Communication</p> <p>Character Group Improvisation</p> <p>Remembering Information Details To Pass On</p> <p>Using The Created Menus</p> <p>Use Of Title As Focus</p> <p>Performing Scenes</p> <p>Writing In Character</p> <p>Reading Out Our Writing</p>	<p>Writing first impressions of the tearoom as a character in the scene</p>	<p>We are learning to create different character groups.</p> <p>We are learning to depict different modes of communication.</p> <p>We are learning to pass on detailed information.</p> <p>We are learning to use our menus within the scenes.</p> <p>We are learning to use a title as stimulus/focus.</p> <p>We are learning to present our Drama and give feedback.</p> <p>We are learning to write our first impressions of the tearoom as a character & share</p>	<p><u>Drama</u> EXA 2.12a-Characterisation /Story Enactment/Role/Voice/ /Pace/Emotion/Comic Timing</p> <p>EXA2-13a-Expression/Body Language/Gesture/Asides</p> <p>EXA2-14a- Interaction/Ideas/Group Collaboration/</p> <p>Improvisation Building Ideas in Groups/Presentation/Confidence Building</p> <p>EXA2.15a- Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others ENG 2.03a- Mime/Gesture/Facial Expression/ ENG 2-03a / ENG 3-03a – Using Spoken Language Features/Audience Awareness</p> <p>LIT 2-04a- Listening For Information LIT 2-06a- Sequencing LIT 2-09a/2-10a- Communication Through Dialogue/facial Expression To Express Thoughts & Feelings Communication/Support Contribution</p> <p><u>Writing Tools</u> LIT 1-23a/2-23a – Check Written Elements</p> <p><u>Organising/Information</u> LIT 2-25a –2.26a – Use of Title</p> <p><u>Creating Texts</u> ENG 2-31a Writing As A Character/Using Writing Within Drama Activity(Menus)</p> <p><u>Reading</u> ENG 2-12a – Tools- Reading Character First Impressions with Fluency & Expression</p>
<p>Ethel's Tearoom 3</p>		<p>Expressing Thoughts & Reactions</p>		<p>We are learning to think of our</p>	<p><u>Drama</u> EXA 2.12a-Characterisation /Story Enactment/Role/Voice/</p>

<p>The locked-in customers find activities to pass the time.</p>		<p>Holding Freeze Position Until Your Turn</p> <p>Small Group Into Whole Class Improvisation</p> <p>Newspaper Reports From Character Interviews</p> <p>Reading Reports</p>	<p>Writing newspaper reports based on character interviews</p>	<p>character's thoughts and reactions.</p> <p>We are learning to hold a freeze position until it's our turn to speak.</p> <p>We are learning to practise groups scenes and then join these together in a class activity.</p> <p>We are learning to write newspaper reports based on character interviews.</p>	<p>/Pace/Emotion/Comic Timing/Use of Freeze Position</p> <p>EXA2-13a-Expression/Body Language/Gesture/Asides</p> <p>EXA2-14a- Interaction/Ideas/Group Collaboration/</p> <p>Improvisation Building Ideas in Groups/Presentation/Confidence Building</p> <p>EXA2.15a-Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others Contributes To Group Work/Oral Presentation ENG 2-03a–Recognises interview Technique to engage with listener/Questions LIT 2-04a- Listening For Information LIT 2-09a/2-10a- Communication/Appropriate Use of Vocabulary Through In Role</p> <p><u>Writing Tools</u> LIT 2-23a – Check Reports Layout & Presentation</p> <p><u>Writing – Organising and Using Information</u> LIT 2-25a - -Notetaking & Reporting LIT 2-26a – Sequencing Texts/ Appropriate Vocabulary</p> <p><u>Creating Texts</u> ENG 2-27a –2-29a Genre - Newspaper</p> <p><u>Reading</u> ENG 2-12a – Tools- Reading Aloud Reports</p>
<p>Campfire Story</p> <p>A campfire story becomes a scary reality for a group of school students tenting in a forest.</p> <p>This first lesson</p>	<p>Forests, Camping</p> <p>School Trips</p> <p>Atmospheric Story-Telling</p>	<p>Campfire Supportive Storytelling Technique</p> <p>Use of Atmosphere</p> <p>Listening and Follow-On Turn-Taking</p> <p>Group Scripting</p> <p>Presentation & Feedback</p>	<p>Writing and using short scripts</p>	<p>We are learning to take turns and to support creating the class campfire story.</p> <p>We are learning to create atmosphere in our storytelling.</p> <p>We are learning to work together in groups to write and use short scripts.</p> <p>We are learning to present and give feedback.</p>	<p><u>Drama</u> EXA 2.12a-Characterisation Story Telling/Story Enactment/Role/Voice/ Pace/Emotion</p> <p>EXA2-13a-Expression/Body Language For Interaction/Movement/Character</p> <p>EXA2-14a- Interaction/Ideas/Collaboration/ Improvisation Building Ideas in Groups/Music For Atmosphere/ Presentation/Confidence Building/Creating Suspense</p>

<p>focuses on story-telling.</p>					<p>EXA2.15a- Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others Contributes To Group Work/Oral Presentation LIT 2-04a- Listening For Information LIT 2-09a/2-10a- Communication/Appropriate Use of Vocabulary Through In Role</p> <p><u>Writing Tools</u> LIT 2-23a – Check Scripts/Layout & Presentation</p> <p><u>Writing= Creating Texts</u> ENG 2-31a Genre – Group Scripts</p> <p><u>Reading</u> ENG 2-12a – Tools- Reading Aloud Scripts</p>
<p>Campfire Story 2</p> <p>Further investigation of the night sounds just gets spookier for the students.</p> <p>We encourage the students to use our template to create their own storyline.</p>		<p>Atmospheric Movement & Interactive Mime</p> <p>Narrative Writing With Dialogue Gapping</p> <p>Listening and Watching Detail</p> <p>Use of Jump-Scare Technique</p> <p>Story Endings - Cliff - Hangers</p> <p>Use of Dramatic Contrasts - Light and Dark</p> <p>Performance & Discussion</p>	<p>Narrative Writing within Drama Scenes</p>	<p>We are learning to create intrigue through atmospheric movement and interactive mime.</p> <p>We are learning to write the story for narration and enactment and to leave gaps for dialogue.</p> <p>We are learning to use a drama template to insert our own stories.</p> <p>We are learning to incorporate pacing and selective jump-scare technique to enhance storytelling and drama.</p> <p>We are learning to use light/dark contrasts in drama.</p> <p>We are learning think about story endings and possibly effective use of cliff-hangers.</p> <p>We are learning to perform our work and it discuss with classmates.</p>	<p><u>Drama</u> EXA 2.12a- Characterisation/Mime/Movement Story Telling/Story Enactment/Role/Voice/ Pace/Emotion/Jump Scare Technique</p> <p>EXA2-13a-Expression/Body Language For Interaction/Movement/Character</p> <p>EXA2-14a- Interaction/Ideas/Collaboration/ Improvisation Building Ideas in Groups/Music For Atmosphere/ Presentation/Confidence Building/Creating Suspense/Contrasts</p> <p>EXA2.15a- Observation/Sharing/Constructive Feedback /Personal Response</p> <p><u>Listening & Talking</u> LIT 2-02a – Groupwork, Valuing Contribution of Others Contributes To Group Work/ Presentation LIT 2-04a- Listening For Information LIT 2-09a/2-10a- Communication/Appropriate Use of Vocabulary Through In Role</p> <p><u>Writing Tools</u> LIT 2-23a – Check Narratives /Layout & Presentation</p> <p><u>Writing- Creating Texts</u> ENG 2.31a – Cliff Hanger Structure In Story Endings</p> <p><u>Reading</u> ENG 2-12a – Tools- Reading Aloud Narratives</p>

FESTIVALS & CELEBRATIONS

Hallowe'en

Primary 4 teachers can choose from either video depending on the interest and ability of their students.

The Pumpkin Patch

Suitable for Lower/Middle Primary (P2-P4)

Skeletons

Suitable for Middle/Upper Primary (P4-P7)



[The Pumpkin Patch Documentation](#)



[The Pumpkin Patch 2 Documentation](#)



[Skeletons Documentation](#)



[Skeletons 2 Documentation](#)

Burns Day Celebration

Suitable For Upper Primary P6-7

CAN BE DONE WITH TWO CLASSES

Complete with original music tracks, outline script, excerpts from the poem and of course scope for the students to insert their own ideas and creativity – just as Rabbeie would want!

Tam O'Shanter



Includes a Drama Studio filmed performance to help visualise a presentation format.

MORE PLAYMAKING

Class lessons with directions to develop into small plays to present to an audience. Be that to another class or to parents, it's always a great experience for students to get this opportunity to perform.

Specific Presentation Skills Lessons can be found in Module 2 which are helpful for performing to an audience.

The Magical Snowmen

Most suitable for P2-P4 with further links to topics such as Climate Change /Pollution/ Global Warming. Would work well as a Winter/Christmas Play

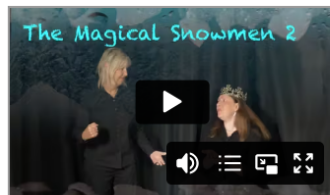
Lesson Overview For The Magical Snowmen

Documentation For Direction To Make a Play Presentation of These Lessons

"My class have absolutely loved the Magical Snowmen drama. It tied in very well with our climate change project and I have seen some great writing from the children too based on the drama lessons. They have all been so motivated to write and it has been lovely to see. Their confidence has also grown greatly and they have been keen to perform their drama, give appropriate feedback and read their writing out to each other." **Rachel Finlayson with P5 at Pirniehall PS Edinburgh**



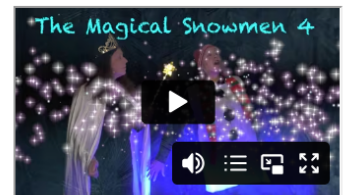
[Lesson 1 Documentation](#)



[Lesson 2 Documentation](#)



[Lesson 3 Documentation](#)



[Lesson 4 Documentation](#)



[Lesson 5 Documentation](#)



[Audio Visual Documentation](#)

Peter Pan

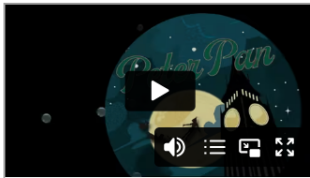
Most suitable for Upper Primary P5-P7 with direction for creating a class play. An able P4 class might also manage to take part.

Peter Pan Overview and Play Directions

"All children were able to access the literacy activities at their own level. Using drama as a stimulus for writing in this way is like sprinkling some pixie dust into your classroom. You can almost sit back and watch the magic happen. The children are more engaged and motivated to complete their writing; and there isn't that 'writer's block' that many children have because they already came to their jotters full of ideas having just been to Neverland. The resource is excellent!" **Natalie Brodie, West Lothian**

[Click Here To Read and Hear Natalie and her Class's Feedback](#)

Lessons 1-3



[Documentation For Lessons 1-3](#)

Lessons 4-6



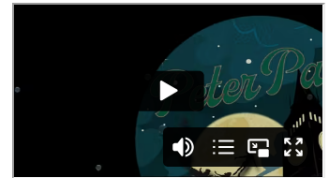
[Documentation For Lessons 4-6](#)

Lessons 7-9



[Documentation For Lessons 7-9](#)

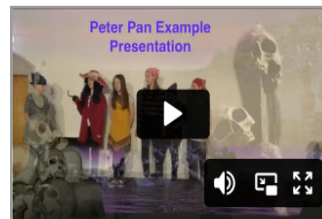
Audio-Visual Video



[Audio-Visual Video Documentation](#)

Peter Pan Example Presentation

Includes an example of Peter Pan Presentation developed from the lessons. The video effects were added after the presentation as there wasn't the option of an overhead projector. Although the sound quality is affected by the typical pick-up in a large hall, teachers may find the video helpful in putting together their own presentation. **You will find information in the AV Documentation.**



TEACHER TRAINING VIDEOS FOR EARLY YEARS

Many teachers using the resource have been inspired to deliver lessons for themselves and this has always been one of our aims.

Teaching Drama in the moment is an incredibly powerful learning experience and we want to support teachers who are keen to have a go. The following lessons are easy to deliver but as with all Drama lessons we encourage you to take the lessons off on your own tangent following the students own ideas.

Take the plunge and delight your students!

The teaching presentation is at a starter level and easy to follow.

At The Funfair



[Click Here For The Funfair Lesson Plan](#)
[Click Here For Magic Box Instructions](#)

Pirates



[Click Here For Pirates Lesson Plan](#)
[Click Here For Pirate Map](#)