 A pathway of activities

Early stage 1

* lots of teacher involvement in drama
* high level of teacher direction in structuring what’s going on
* mostly short-term activities
* lots of whole-class work
* lots of spontaneous imaginative dramatic play

Examples

Improvisation:

* lots of whole-class dramatic play structured by teacher

Mime:

* enacting simple activities, songs and texts

Movement:

* moving in response to stories and music

Storytelling:

* listening and responding to stories read aloud
* simple retelling

Reader’s theatre:

* enacting simple texts
* teacher often as narrator

Script:

* teacher often as scribe records class stories and ideas in drama

Puppetry:

* lots of dramatic play using puppets

Stage 1

* still lots of teacher involvement in drama
* teacher direction in structuring what’s going on
* longer activities, some ongoing
* whole-class and small-group work
* topics, issues and themes often linked to personal experience

Examples

Improvisation:

* whole-class and small-group improvisations structured by teacher
* simple role-play
* simple play building structured by teacher

Mime:

* enacting simple activities, songs and texts movement
* simple depictions
* simple movement sequences

Storytelling:

* listening to stories read aloud
* simple storytelling in pairs and small groups

Reader’s theatre:

* enacting simple texts
* teacher and student narrators

Script:

* simple outlines of ideas and scenes

Puppetry:

* role-play, storytelling and simple playbuilding using variety of puppets

Stage 2

* some teacher involvement in drama
* less teacher direction in structuring what’s going on; students are doing more of this on their own
* more ongoing activities showing development over a period of time
* whole-class and small-group work
* varied topics, issues and themes

Examples

Improvisation:

* whole-class and small-group improvisations with minimal structuring from teacher
* extended role-play in more challenging situations
* more student-devised playbuilding with less guidance from teacher

Mime:

* extended mime sequences based on varied sources

Movement:

* extended depiction work, often in combination with other forms
* extended movement sequences

Storytelling:

* use of storytelling in combination with other forms
* more student-devised stories

Readers’ theatre:

* enacting more complex texts
* student narrators

Script:

* Reading and discussing others’ scripts
* Writing and performing playbuilt scripts

Puppetry:

* any of the above using puppets

Stage 3

* less teacher involvement in drama
* minimal teacher direction in structuring what’s going on; students are doing this with greater independence
* more ongoing activities showing development over a period of time
* whole-class and small-group work
* more challenging topics, issues

Examples

Improvisation:

* whole-class and small-group improvisations with less structuring from teacher
* varied role-play activities
* playbuilding with less guidance from teacher and some student-devised playbuilding

Mime:

* longer mime sequences based on varied sources

Movement:

* depiction sequences
* longer movement sequences

Storytelling:

* storytelling of known texts from different points of view
* some student-devised stories

Readers’ theatre:

* enacting variety of texts
* student narrators

Script:

* reading and discussing others’ scripts
* using conventions of script to record and develop drama work

Puppetry:

* any of the above using puppets