



Woolgrove Curriculum Skills and Knowledge

Area of the Curriculum – Expressive Arts and Design (Drama)

	Skills	Knowledge
EYFS	<ul style="list-style-type: none"> • Responding appropriately to gestures shown by others by repeating eg. Waving back, saying please or thank you when given something. • Express self through physical action or sound with support. • Pretends one object represents another when playing with an adult. 	<ul style="list-style-type: none"> • Recognise gestures and body language in others e.g. waving goodbye, clapping for well done. • To recognise appropriate cues to join in with singing or group activity when invited. • Understand that an object can be used imaginatively for pretend play when shown.
Pre-Formal	Refining of skills taught in EYFS- Experiences provided through child initiative learning. Focus on skills and knowledge becoming independent rather than modelled or supported by an adult. Taught through Child Initiated Learning and Creative Role Play.	
Semi-Formal 1		
Semi- Formal 2	<ul style="list-style-type: none"> • Be able to express events or feeling in role play situations. • Using language/signs/gesture to introduce storyline or narrative to their play. • Can begin to extend a play sequence with support. • Be able to imitate specific actions and facial expressions modelled by adults in a drama session. 	<ul style="list-style-type: none"> • To recognise the difference between real events and pretend play. • Showing awareness of the language/signs/gesture of pretend play. • Recognise that gestures and actions performed by adults carry meaning or express feelings.
Formal NC KS1 Art and Design (2019)	<ul style="list-style-type: none"> • Plays alongside children who are engaged in the same theme. • Generate their own ideas to tell a story or add detail to a character they are playing. e.g. changing their voice/movement • Can use their own ideas to extend a play sequence. • Plays co-operatively with others to act out a simple story or event. Beginning to read or create scripts to support this. • Begins to show awareness of audience when acting out a story/event. 	<ul style="list-style-type: none"> • Understand that other children are engaged in the same theme and their ideas are important. • Know that language, movement and expression can be used to portray a character. • Know that their own ideas are valued and have the confidence to share them. • Know that they can use ideas from familiar stories or events personal to them or use their own imagination. • Know that some performances are intended to be viewed by a third party.