

# Using Drama to teach text in KS2

NST, Emma Hollis, December 2020

# Reasons to use Drama



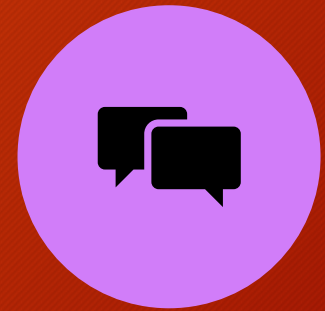
KINESTHETIC  
ACTIVITIES



OPPORTUNITY TO USE  
IMAGINATION



DEVELOP TEAM-WORK



DEVELOP  
COMMUNICATION  
SKILLS

# National Curriculum Expectations for use of Drama

(8 references)

‘Reading...feeds pupils’ imagination and opens up a treasure-house of wonder and joy for curious young minds.’

- Key Stage 1: ‘can help pupils to identify with and explore characters and to try out the language they have listened to.’

‘Drama and role-play can contribute to the quality of pupils’ **writing** by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.’

- Key Stage 2:

‘Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action’

# Spoken Language

- Spoken language: participate in discussions, presentations, performances, role play, improvisations and debates
- ‘All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.’

# Drama Strategies

Teacher in role (Mantle of the Expert)

Pupil in role/characterisation

Improvisation

Conscience alley

Thought-tracking

Choral work

Split screen

Hot-seating

Frozen image/tableaux

Sound-scape

# Dorothy Heathcote - drama as a learning medium

- Mantle of the expert has strong links with play without children feeling “babyish”. In play a world is made by the will of the players who control that world and live in it as long as they are intrigued by it. This happens in the enterprise also. Everyone is “grown up” carrying the responsibilities of adults and facing up to the results of their decisions.'
- <https://www.mantleoftheexpert.com/blog-post/dorothy-heathcote-four-models-for-teaching-learning/>

# Drama Medium

- Use of space - proscenium arch, in the round, traverse, promenade
- Performers
- Scenography- set, lighting, costume, multi- media, props
- Visual and aural - lighting, sound (live and recorded sound)



# Wider curriculum

- Drama 'club'
- Whole school production
- Key stage showcase
- Thematic/celebration productions (Nativity, Easter parade, Diwali)
- Community theatre - site - specific, people focused
- 'Technical theatre team' - basic use of technology

# Shaun Tan and *The Lost Thing* (2000)

- Genre:
  - ✓ Fantasy
  - ✓ Dystopia (sci-fi?)
  - ✓ Philosophy - what it is to be human
  - ✓ Journey
  - ✓ Humour
- Themes: Exploration of the problems of the modern world - over complex, over busy, neglect of the natural world



# Developing a drama - inspired reading sequence

- Characterisation
- Narrative - summary
- Critical moments - inference
- Thematic exploration - going deep
- Curiosity and Imagination - prediction



# Using drama in the reading sequence

Immersion in text- genre, setting, characters

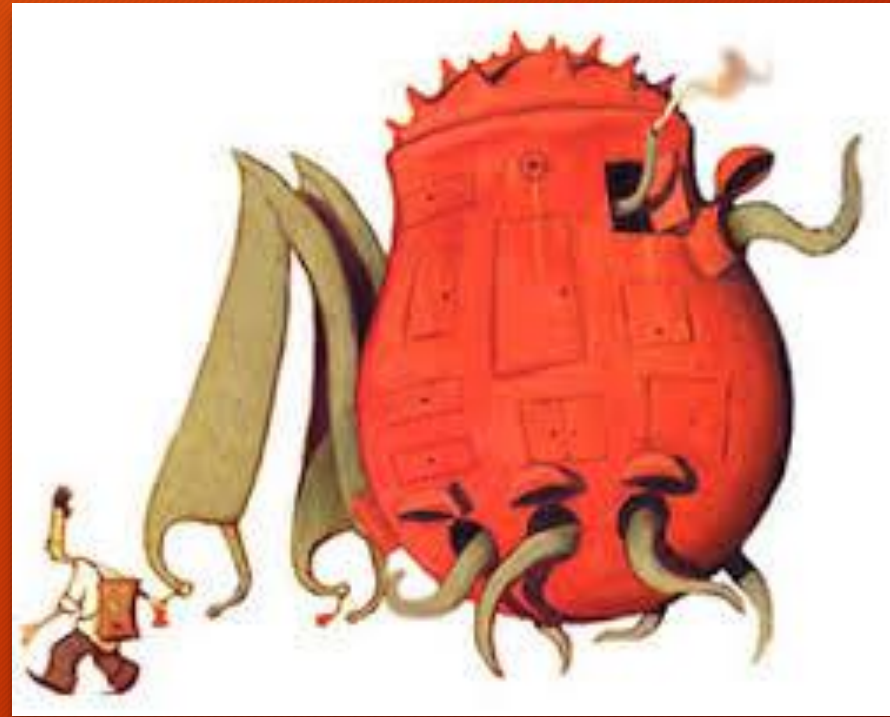
Responding to characters and narratives

Reading as a writer - authorial intent

Writing with a reader's eye - understanding of purpose and audience

# What is the 'lost thing?'

- Discussion - mind-mapping
- Physicalisation - plasticene theatre, essence machine (sounds and movement)
- Hot seating - where have you come from?
- Thought-corridor



## Characterisation: Who is the storyteller?

- Create 3 frozen images which tell the 'audience' about Shaun
- News interview with Shaun (I think he...):
  - Why is Shaun so interested in bottle tops?
  - Why does Shaun 'adopt' the lost thing?
  - How does Shaun feel how the world he lives in?



# The Character of Shaun and the moment of Discovery: Using a Hot- seat (I feel...)

- Why do you collect bottle - tops?
- What sort of creature is the lost thing?
- Why do you think the lost thing ended up on a beach?
- Why is the lost thing lost?
- Where has the lost thing come from?
- What will you do next?

# Critical Moment 1: Visiting Pete



S: 'I'm trying to find out who owns it'



P: 'I dunno man, it's pretty weird. Maybe it doesn't belong to anyone. Maybe it doesn't come from anywhere, some things are like that....just plain lost'

# The Ensemble

The scientists

The workers

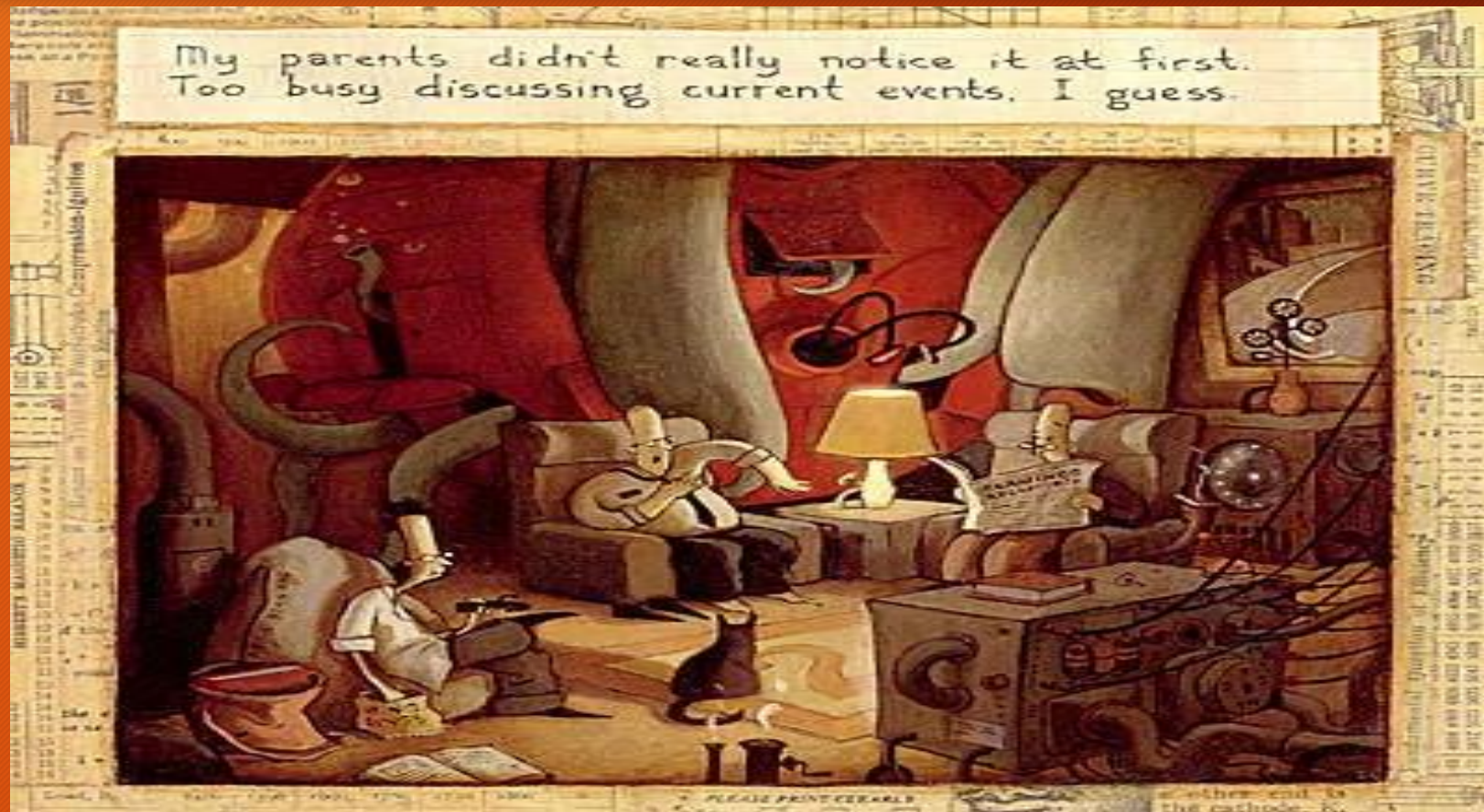
The parents

The  
commuters

The  
administrators

The other lost  
things

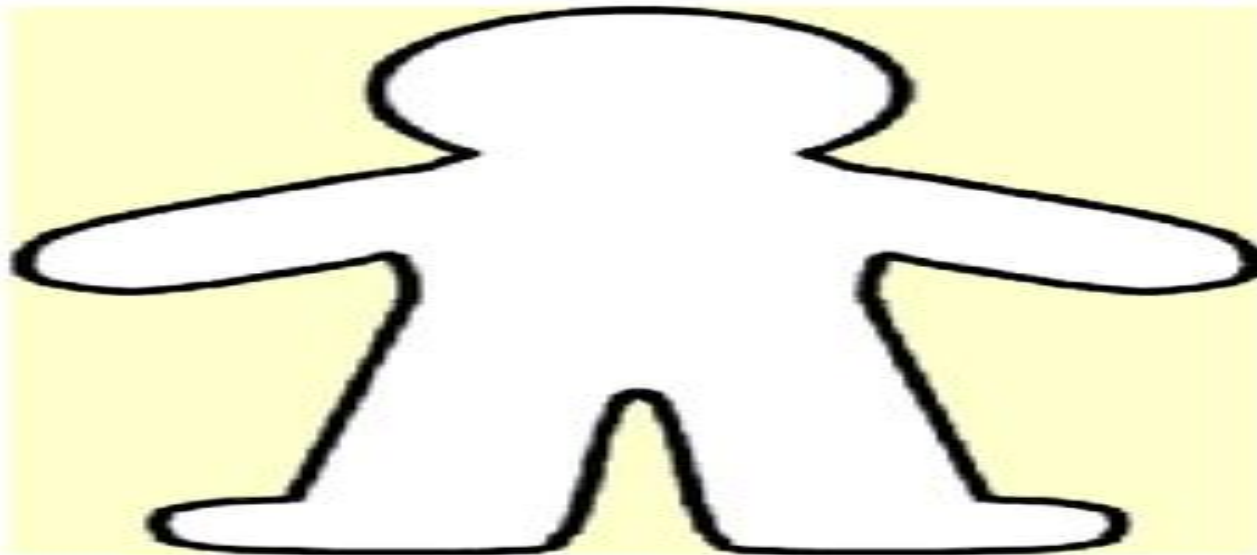
# The Parents



# Role on the wall

Name \_\_\_\_\_ Date \_\_\_\_\_

Role on the Wall: boy  
Inside- write the emotions and sense of the character  
Outside- add quotes to support your views



# Critical moment 2: The department of odds and ends

- The Journey - create a character for each commuter who could then move into the 'department' - use of physical theatre
- Split screen- the tram/the department
- Thought tracking - how do the commuter's/receptionist/Sean feel about the appearance of the lost thing? (focus on vocab)
- Creating the building - rostra, furniture, use of space (perspective), projections, simple lighting, props



# ‘Fill in these forms’ she said

Creating a sound - scape

- Which sounds? (forms, machines, doors, echoes, tannoy)
- How might we create them? (percussion, SFX)
- Use of pauses and silence  
‘small, sad noise’



# Critical Moment 3: The world of lost items



‘A dark little gap off some anonymous street..the sort of place you’d never know existed unless you were actually looking for it’

- What sort of items might be in the ‘lost world?’

Each pupil creates an object found in the lost world - physical and vocal improvisation - teacher modelling into small group work

- Drawing/crafting the lost world - colours, shapes, textures

# Moving into writing

Character

Character profile for Shaun - police report style

Write

Write a prequel to the story which explores where the lost thing came from

Create

Create a conversation between Shaun and the lost thing

Write

Write a newspaper article about the appearance of the lost thing

# Cross - curricular links

## Design Technology

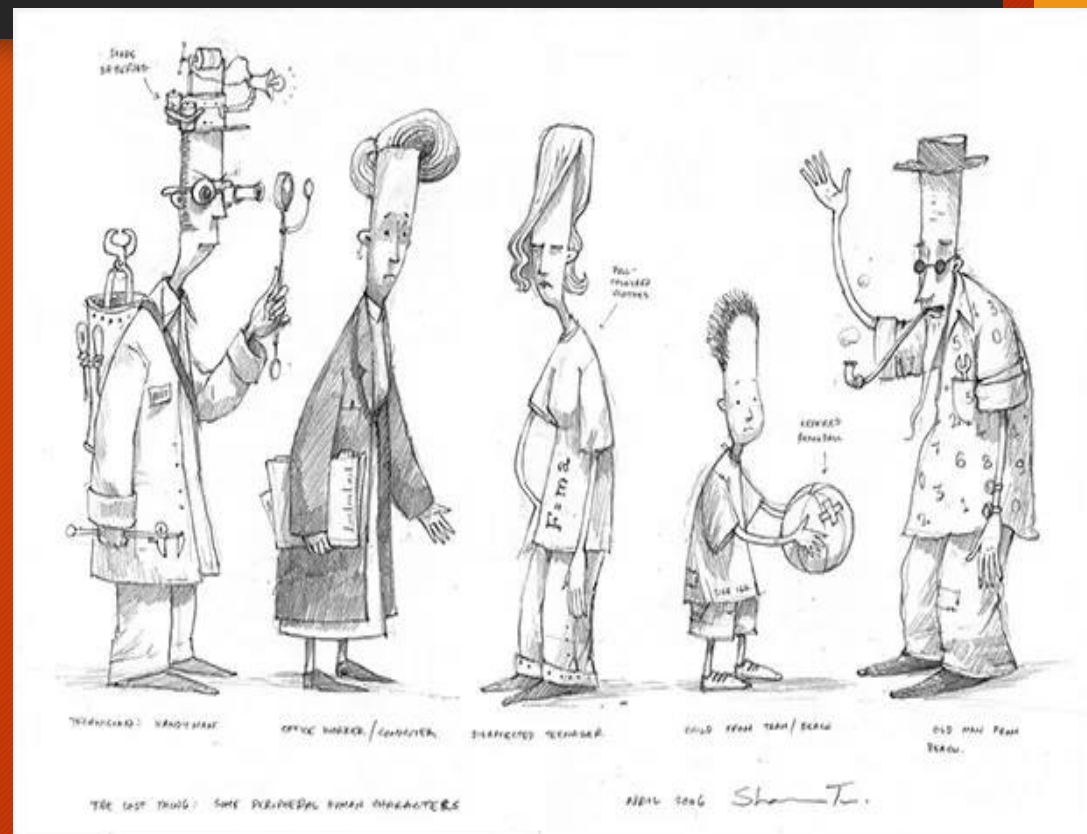
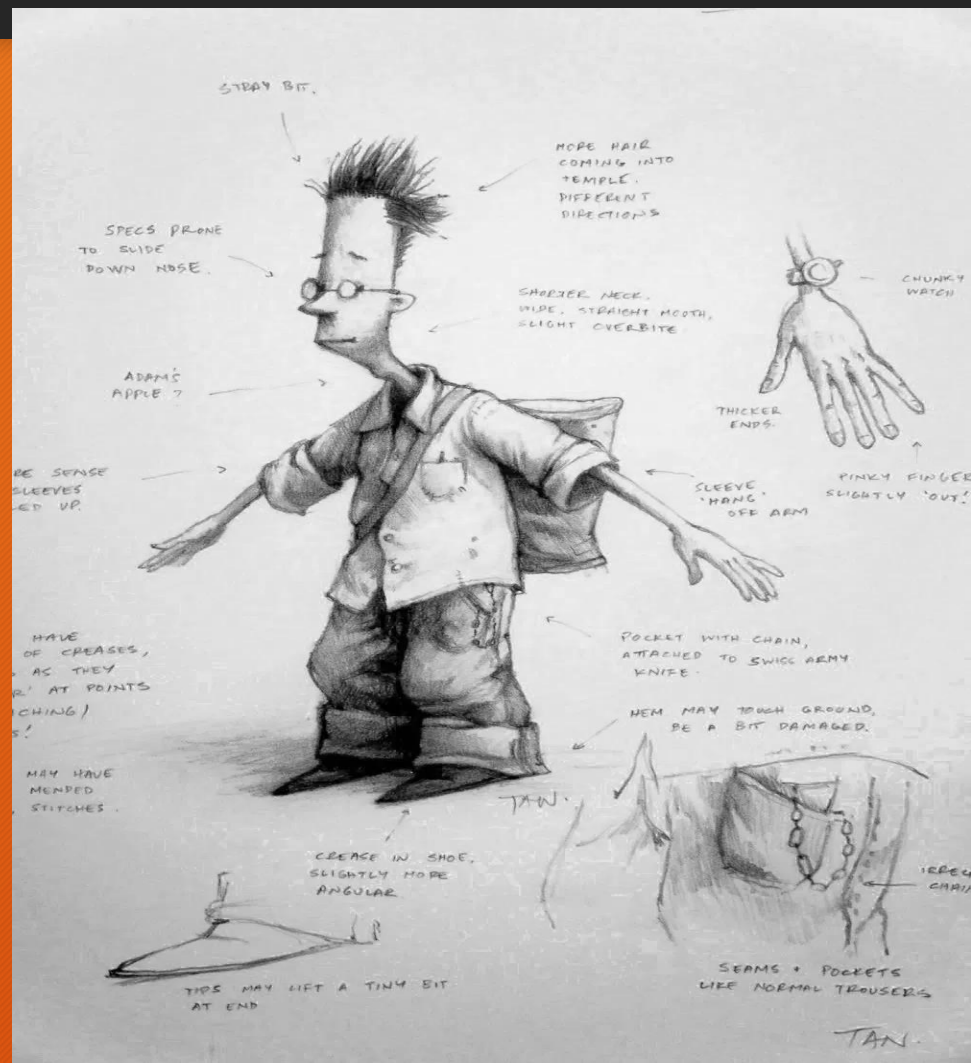
- Make a model of the Lost Thing.
- Create a labelled diagram of the Lost Thing. What different parts / features does it have? What materials might they be made from?
- Design some puppets to use in a stage version of this story.

## Art

- Design a bottle top to add to Shaun's collection.
- Create your own illustrations of the place where Shaun takes the Lost Thing to.
- Design a new 'Thing' that might live in the place where the Lost Thing ended up.
- Try drawing the Lost Thing in his new world



# Exploring the skills of animation



# Computing

- Use art software to design your own 'Lost Thing'.
- Use publishing software to design a 'Missing' poster for the Lost Thing.
- Create a video report about a sighting of a 'Lost Thing' on the beach.
- Create some digital illustrations, animations or 3D models based this book (or another of your favourite books)?
- Create the plasticene models for the figures and the cardboard rooms for the characters

## Staging the text

- Scenography team
- Production team - Casting, rehearsal schedule
- Creating the script
- Realising characters and settings
- Script- writing: alternative stories on the themes/within the genre 'the day I lost...'



Who or what is actually lost?



‘Too busy doing other stuff I guess...’

- PHSE/SMSC - kindness, friendship, isolation, compassion, individuality
- The collection of bottle tops - themes, ideas, moments in time



# Any questions?

[Emma.hollis@nottinghamschoolstrust.](mailto:Emma.hollis@nottinghamschoolstrust.org.uk)  
org.uk