

AHMAT Drama Week Report 2023

Intent for the Week

Our aims for the week were for the children to write a narrative based on Matilda for the writing competition and to help the children to improve their performance skills in preparation for future performances such as the summer production, Eisteddfod and the dance extravaganza.



Overview of Activities

Over the course of the week, children took part in two main types of activities. English lessons catered towards children writing a narrative themed around the Roald Dahl book 'Matilda'. The children were encouraged to develop their own ideas for stories, for example, about a child with magical powers that are used to do good, the story of another Matilda character or Bruce's story of how he stole and ate the chocolate cake.

At Knowl Hill school, the stories were submitted for the annual Knowl Hill writing competition and Bisham and White Waltham both launched their own in-school writing competitions.

In the afternoons, children took part in a range of drama games such as the park bench, the human knot and the doorway game. They also practiced tongue twisters and used sentences starters to create improvised scenes. The aim of all these activities was to allow the children to be creative and have fun, as well as getting their bodies and voices ready for when they were rehearsing the scenes.

The children were then given a short playscript from one of Roald Dahl's stories to perform as a whole class or in small groups. The children practiced their roles throughout the week and then performed to the whole school on the Friday. The plays were as followed KS1-The Enormous Crocodile, LKS2-The Twits and UKS2-James and the Giant Peach.



Each key stage was given specific drama skills work on throughout the week represented in the table below:

EYFS	KS1	LKS2	UKS2
•Practice signing nursery rhymes and simple songs •Add simple actions to songs	•Listen to the performances of others •Work in small groups to perform a short play •Include some simple theatre devices e.g., narration + still image (freeze frame) •Say what they liked about their performance and what they could do to improve it •Identify a favourite character	•Organise a short, clear and coherent performance from a stimulus. •Explore the use of drama techniques e.g., hot-seating, freeze-framing. •Discuss how their work and the work of their peers could be improved e.g. (voice projection, awareness of the audience, actions for their character).	•Perform a short playscript confidently. •Establish a character with control over movement and voice. •Use the vocabulary of drama to discuss their performance e.g., accent, clarity of voice, emphasis of certain words, facial expression, fluency, timing.



Impact Statement

The children enjoyed taking part in different games and having the chance to perform in front of the whole school. The confidence that the children showed on stage was brilliant to see and their performance skills and diction developed over the week. The progression of performance skills could be seen across the key stages in their level of performance, the lines being learnt and the confidence in delivery.

The children enjoyed having lots of creative freedom to write stories as it was great to be able to see what the children could produce independently.

Pupil Voice

Here are some of the things the children said about the experience:

Bisham

Archie G: 'I have learnt how to speak in front of an audience and think next time I will be able to have a bigger part.'

Ted W: 'I have learnt to overcome my stage fright.'

Rosemary T: 'I have learnt to be more confident with the narrator role I had this time and think next time I will be able to take on an acting role.'

Sam R: 'I learnt how to expression when reading and saying my line. I also learnt how to be resilient when things don't always go right the first time and persevered with learning my lines without a script.'



Pupil Voice

White Waltham

Grace: 'I learnt how to project my voice.'

Bethany: 'I learnt how to include the audience and how to be funny.'

Kiaan: 'I learnt how changing the tone of your voice can make a difference to the performance.'



Knowl Hill

Jamie: You should use actions that actually link to the words that are being said on stage by the narrator.

Beatrice: You should never have your back to the audience.

Finn: You should use a loud voice with good projection so that the audience can hear clearly.

Maisy: Make sure you do not rush when you are speaking so the audience can hear you clearly.

Sienna: Make sure you are always acting, even when you are not talking.

Amy: I learnt that diction means pronouncing your words correctly and slowly.

Sareen: I have learnt that you should make sure have good fluency to your words otherwise no one will know what you are saying.

Ella: I have learnt more about using my body language to help get across my character's personality and making scenes more interesting.

Diya: I have learnt how to project my voice so people know what I am saying.

