



Tudor Grange
Worcester

Skills Action Service SAS Arts Award Drama



SAS

Learning Journey

Developing and exploring drama skills.

Classroom Learning

Learning Stop 1 Skill

How do I develop key drama skills?

Learning Stop 2 Action

How do I successfully use key drama skills in performance?

Home Learning

Home Learning Stop One:

Produce an informative poster about key drama skills

Home Learning Stop Two:

Rehearse extract in P6

Service:

Primary School Workshop



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Key Language

| Word | Definition | In context |
|--------------------------|--|--|
| charity | An organisation set up to provide help and raise money for those in need | Which charity will we support this year at the Winter Fayre? |
| community | A group of people living in the same place or having something in common | We will raise money for our local community |
| skill | The ability to do something well. | Today we will develop this particular skill. |
| body language | Using physicality to show emotion, age or status | I used closed body language to show that my character was frightened |
| facial expression | Using the face to show emotion | The actor widened their eyes and opened their mouth to show a shocked facial expression. |
| collaborative | Involving two or more parties working together | This work is collaborative so we will all contribute to it |
| proxemics | The space between actors that shows their relationship | The actor turned his back to the other actor using proxemics to show his disgust. |
| characterisation | The act of changing voice, body language, movement, gesture etc when in role | My characterisation of the old man included a stooped posture and shaky voice. |
| project | To use your voice in a loud manner | The actor projected their voice so they could be heard |
| staging | the act, process, or manner of presenting a play on the stage | We used end on staging so that the audience had a clear view |