

A SPIRALLING DRAMA & PERFORMANCE CURRICULUM

From first story to full performance.

Lights! Action! develops expressive communication, creative thinking and ensemble confidence through a clearly sequenced pathway from K1 to Secondary.

CURRICULUM, NOT JUST DRAMA GAMES.

Drama games invite participation. Our proprietary curriculum turns that participation into visible progress. Every task answers one question: What are students learning to do next?

IMAGINE & RESPOND

CREATE & COLLABORATE

PERFORM & REFLECT

LIGHTS! ACTION!

Perform with presence.

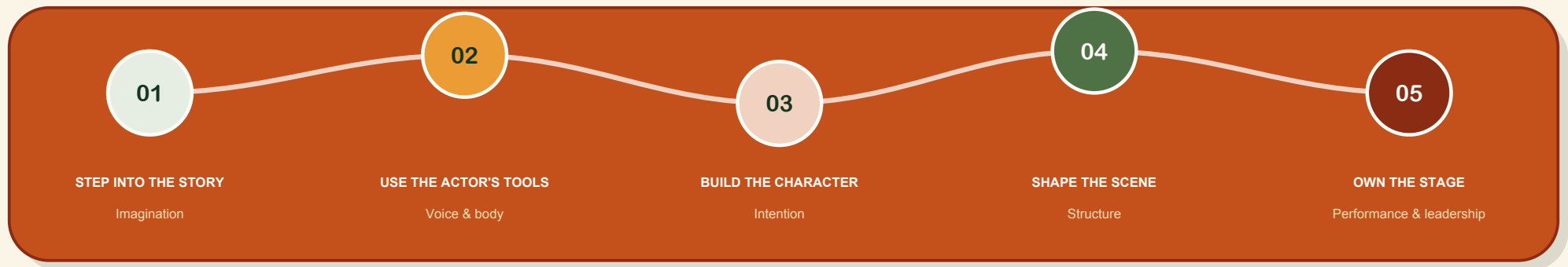


A progressive pathway using voice, movement, improvisation, scripts, devising and stagecraft.

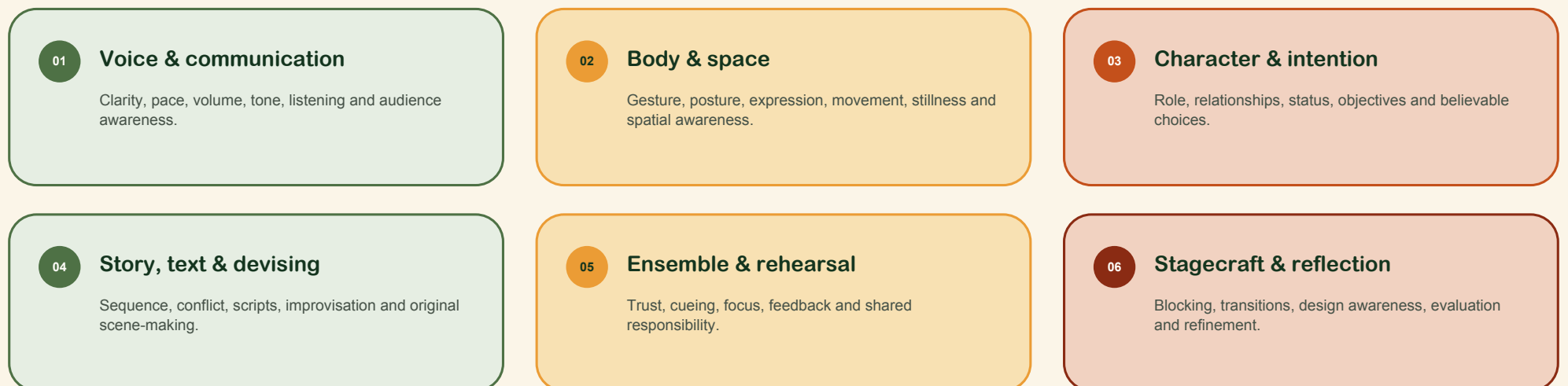
ONE CURRICULUM, REVISITED WITH GREATER DEPTH

Students grow through a performance spiral.

The same dramatic strands return at every level. Stories become more complex, performance choices become more intentional and students take greater ownership of rehearsal and production.



SIX STRANDS STUDENTS KEEP DEVELOPING



EACH ACTIVITY IS A VEHICLE FOR THE NEXT LEARNING OUTCOME.

AGE-APPROPRIATE, READINESS-LED PATHWAYS

The dramatic challenge grows with the learner.

These levels are indicative rather than rigid. Starting-point activities help TAF adjust themes, texts, performance expectations and creative responsibility for each cohort.

01 Step Into the Story

K1 TO K2 OR FIRST-TIME EARLY-YEARS LEARNERS

Imaginative play, call and response, expression, movement, simple roles, story sequence and turn-taking.

Outcome: Contribute to a supported ensemble story with a clear beginning and ending.

02 Use the Actor's Tools

PRIMARY 1 TO 3 OR DEVELOPING BEGINNERS

Expressive voice, body choices, freeze frames, mime, guided improvisation, story structure and audience focus.

Outcome: Create and present a short ensemble scene with clear storytelling.

03 Build the Character

PRIMARY 4 TO 6

Objectives, relationships, status, script reading, blocking, vocal variation, physicality and constructive feedback.

Outcome: Present a scene using purposeful character and staging choices.

04 Shape the Scene

LOWER SECONDARY

Text interpretation, introductory subtext, devising, theatrical conventions, pace, tension, transitions, peer direction and refinement.

Outcome: Devise or interpret a developed scene and explain how choices communicate meaning.

05 Own the Stage

UPPER SECONDARY OR HIGH SCHOOL

Nuanced characterisation, ensemble composition, directing, production concepts, rehearsal leadership and performance evaluation.

Outcome: Lead a polished performance and document the artistic decisions behind it.

LEARNING BEYOND THE DRAMA ROOM

Observe. Interpret. Apply.

Selected cohorts can connect classroom learning with professional performance, venue practice and production thinking through an Esplanade learning journey.

A THREE-PART FIELD-TRIP CYCLE

01

Before the visit

Frame an inquiry question, introduce performance vocabulary and assign observation lenses such as performer, director, designer or audience.

02

At Esplanade

Observe performance choices, performer-audience relationships, use of space and visible set, lighting, sound or venue elements.

03

Back in school

Apply one observation to character, blocking, vocal delivery, transitions or a simple production concept. Explain what changed and why.

VISIBLE EVIDENCE OF LEARNING

Schools can see the progress.

- 1 Drama readiness snapshot
- 2 Character profile or role-on-the-wall
- 3 Annotated script or scene map
- 4 Rehearsal feedback and revision notes
- 5 Student devising or directing choices
- 6 Final performance rubric and reflection

WHAT STUDENTS LEAVE ABLE TO DO

Use voice and body intentionally | Build believable characters | Shape story and text | Collaborate in rehearsal | Explain creative choices | Perform with presence

Esplanade visit format and access are subject to programme, performance and venue availability.

A PRACTICAL DRAMA CURRICULUM SHAPED AROUND YOUR LEARNERS, TIMETABLE AND PERFORMANCE GOAL.