The drama approach for KS 2

**Description of Strategy**

**Monologue**
Providing a narrative of a scientist’s life at a key moment. This inspires the children’s subsequent investigation.

**On the table**
Examining objects (often unusual) that the scientist might use or create

**Spontaneous role play**
Spontaneous working ‘in role’ to explore views and ideas which may differ

**Hot seating.**
Where teachers or children are placed ‘in role’ as experts to answer questions from their peers.

**Miming Movement**
Pairs/ groups/ individuals mime movement related to scientist’s work.

**Freeze frame.**
A freeze-frame or group tableau can represent the different skills the scientist applied.

**Modelling**
Modelling is a way of physically (re)creating a concept or phenomena the scientist discovered.

**Mind Movies**
Using audio and/ or visual stimuli to imagine different places/times to set the scene for the monologue.

**The aim and objectives of the project:**

- To illustrate to teachers and children how scientific ideas develop over time
- To illustrate how scientific ideas are based on evidence
- To illustrate how cultural influences can also shape a scientist’s life and work
- To sustain development and consolidate expertise in using drama to teach science from KS1 to KS 2.
- Develop a useful and sustainable form of teaching science that is appropriate to share more widely (even internationally) with environmentally aware communities.

**Act 1 : Developing and establishing understanding**

“Monologue was great ..provided the wow factor as an introduction.”

**Act 2 : Persisting in creating opportunities**

“The more experience they get at doing them [techniques] the more likely they are to have a good discussion but not the first few times.”

**Act 3 : Becoming more confident and creative to overcome challenges.**

“some classes find it difficult [hot seating] but encouraging them to use the scientific vocabulary and you’re trying to get their scientific thinking to increase…We got there in the end.”

**Act 4 : Realising drama can consolidate learning and enhance retention**

“I was impressed by how well pupils retained their learning when questioned in later weeks.’

‘When pupils were struggling to remember I reminded them about their performances and they were often then able to give the correct explanations.”

**Act 5 : Drama enlightens teaching and learning**

“I’ve used them [drama strategies] a lot for assessment – you’ve understood what they’ve understood and what they haven’t and sometimes have conversation with the children to see it they can link the drama with the practical work.”

**Act 6 : The finale : Embedding it into practice.**

“The more you do it the better they get. The difference between now and the start of the year and they are more comfortable doing it – they throw themselves into it straight away.”

**Contact details : Deb McGregor : dmcgregor@brookes.ac.uk**