

Strand Unit: Exploring and making drama

	Junior and Senior Infants	First and Second Classes	Third and Fourth Classes	Fifth and Sixth Classes
Belief	<ul style="list-style-type: none"> develop the instinct for make-believe play into drama 	<ul style="list-style-type: none"> use the ability to play at make-believe to enter fully into participation in drama 	<ul style="list-style-type: none"> enter into the fictional dramatic context with the same spontaneity and freedom that he/she has earlier applied to make-believe play 	<ul style="list-style-type: none"> enter appropriately and with facility, whether watched or unwatched, into the fictional dramatic context
Role and Character	<ul style="list-style-type: none"> develop the ability to play in role as an integral part of the action 	<ul style="list-style-type: none"> use his/her emerging awareness of the differences in people in order to begin to develop an understanding of the relationship between role and character 	<ul style="list-style-type: none"> understand the relationship between role and character and develop the ability to hold on to either role or character for as long as the dramatic activity requires 	<ul style="list-style-type: none"> extend playing in role and in character to include the ability to accept and maintain a brief that has been decided on by either the teacher, the group or himself/herself
Place	<ul style="list-style-type: none"> experience how the use of space and objects can help to create the reality of the make-believe world 	<ul style="list-style-type: none"> experience how context is built and a drama reality created through the use of space and objects 	<ul style="list-style-type: none"> discover how the use of space and objects can help in building the context and in signifying dramatic themes 	<ul style="list-style-type: none"> discover how the use of space and objects helps in building the context and in signifying the drama theme
Time	<ul style="list-style-type: none"> experience how the fictional past and the desired fictional future influence the present dramatic action 	<ul style="list-style-type: none"> experience how the fictional past and the desired fictional future influence the present dramatic action 	<ul style="list-style-type: none"> explore how the fictional past and the desired fictional future influence the present dramatic action 	<ul style="list-style-type: none"> explore how the fictional past and the desired fictional future influence the present dramatic action.
Action	<ul style="list-style-type: none"> develop awareness of how he/she, as part of a group, helps to maintain focus in the dramatic action 	<ul style="list-style-type: none"> develop the ability to help maintain the focus in the dramatic action 	<ul style="list-style-type: none"> become aware of the rules that help maintain focus in the dramatic action 	<ul style="list-style-type: none"> become adept at implementing the 'playing rules' that maintain focus in dramatic action
Tension	<ul style="list-style-type: none"> develop awareness of tension in the drama 	<ul style="list-style-type: none"> begin to see how tension adds to drama the suspense that ensures the interest of the participants 	<ul style="list-style-type: none"> begin, as a member of a group, to include in drama activity the elements of tension and suspense 	<ul style="list-style-type: none"> help to plan dramatic activity to include the particular tension and suspense appropriate to the theme being explored
Genre				<ul style="list-style-type: none"> distinguish between various genres, such as comedy, tragedy, fantasy
Use of Script			<ul style="list-style-type: none"> begin the process of using script as a pre-text 	<ul style="list-style-type: none"> become comfortable with script and understand the basic processes by which script becomes actio

Strand Unit: Reflecting on drama

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Significance	<ul style="list-style-type: none"> develop the ability to reflect on the action as it progresses 	<ul style="list-style-type: none"> use reflection on a particular dramatic action to create possible alternative courses for the action 	<ul style="list-style-type: none"> use reflection on and evaluation of a particular dramatic action to create possible alternative courses for the action 	<ul style="list-style-type: none"> reflect on a particular dramatic action in order to create possible alternative courses for the action that will reflect more closely the life patterns and issues being examined
Significance	<ul style="list-style-type: none"> experience the relationship between story, theme and life experience 	<ul style="list-style-type: none"> experience, through drama, the relationship between story, theme and life experience 	<ul style="list-style-type: none"> learn, through drama, the relationship between story, theme and life experience 	<ul style="list-style-type: none"> learn, through drama, the relationship between story, theme and life experience
Significance	<ul style="list-style-type: none"> share insights gained while experiencing the drama 	<ul style="list-style-type: none"> share insights while experiencing the drama or insights that arise out of the drama 	<ul style="list-style-type: none"> use the sharing of insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesise about life and people 	<ul style="list-style-type: none"> use the sharing of insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesise about life and people

Strand unit: Co-operating and communicating in making drama

	Junior and Senior Infants	First and Second Classes	Third and Fourth Classes	Fifth and Sixth Classes
	<ul style="list-style-type: none"> develop the ability, out of role, to co-operate and communicate with others in helping to shape the drama 	<ul style="list-style-type: none"> develop, out of role, the ability to co-operate and communicate with others in helping to shape the drama 	<ul style="list-style-type: none"> develop, out of role, the ability to co-operate and communicate with others in helping to shape the drama 	<ul style="list-style-type: none"> develop, out of role, the ability to co-operate and to communicate with others in helping to shape the drama
	<ul style="list-style-type: none"> develop, in role, the ability to co-operate and communicate with others in helping to shape the drama 	<ul style="list-style-type: none"> develop, in role, the ability to co-operate and communicate with others in helping to shape the drama 	<ul style="list-style-type: none"> develop, in role, the ability to co-operate and to communicate with others in helping to shape the drama 	<ul style="list-style-type: none"> develop, in role, the ability to co-operate and communicate with others in helping to shape the drama
		<ul style="list-style-type: none"> develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the drama text is being made 	<ul style="list-style-type: none"> develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the drama text is being made 	<ul style="list-style-type: none"> develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the drama text is being made
		<ul style="list-style-type: none"> re-enact for others in the group a scene that has been made in simultaneous small-group work 	<ul style="list-style-type: none"> enact spontaneously for others in the group a scene from the drama, or share with the rest of the class a scene that has already been made in simultaneous small-group work 	<ul style="list-style-type: none"> enact spontaneously for others in the group a scene from the drama, or share with the rest of the class a scene that has already been made in simultaneous small-group work

