

Dramatic Science for KS 2 : Increasing inclusivity : Using Historical drama to enliven and inform understanding about How Science Works at KS 2.

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Helping teachers develop their confidence and understanding of ways to use performing arts to teach science. To explore how drama can support development of investigational skills.



Listening to Alhazan and modelling his ideas about light.



The drama approach for KS 2

Strategy	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' 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 if 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."