

# SHANKLEA PRIMARY SCHOOL

Drama Policy



Policy Control Details			
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Approved for issue by:	Gareth Pearson	Signature	Date
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# Shanklea Primary School: Drama Policy

## 1 BACKGROUND

1.1 Drama is a process of shared experience and theatre a product of that process. Theatre arises when an audience is involved in the drama process, thus developing the drama by introducing observers and an awareness of watching, rather than simply experiencing. However, current practice for drama in education makes no distinction between drama and theatre and includes performance, presentation and assessment as an implicit part of the drama process.

1.2 Drama is already in operation in many schools without it being recognised as such. Action rhymes and songs, some music and PE activities and most dance activities have strands which overlap with drama. The difference comes when lessons are structured to achieve drama aims, using roles, language and methods appropriate to the specific applications and desired learning outcomes.

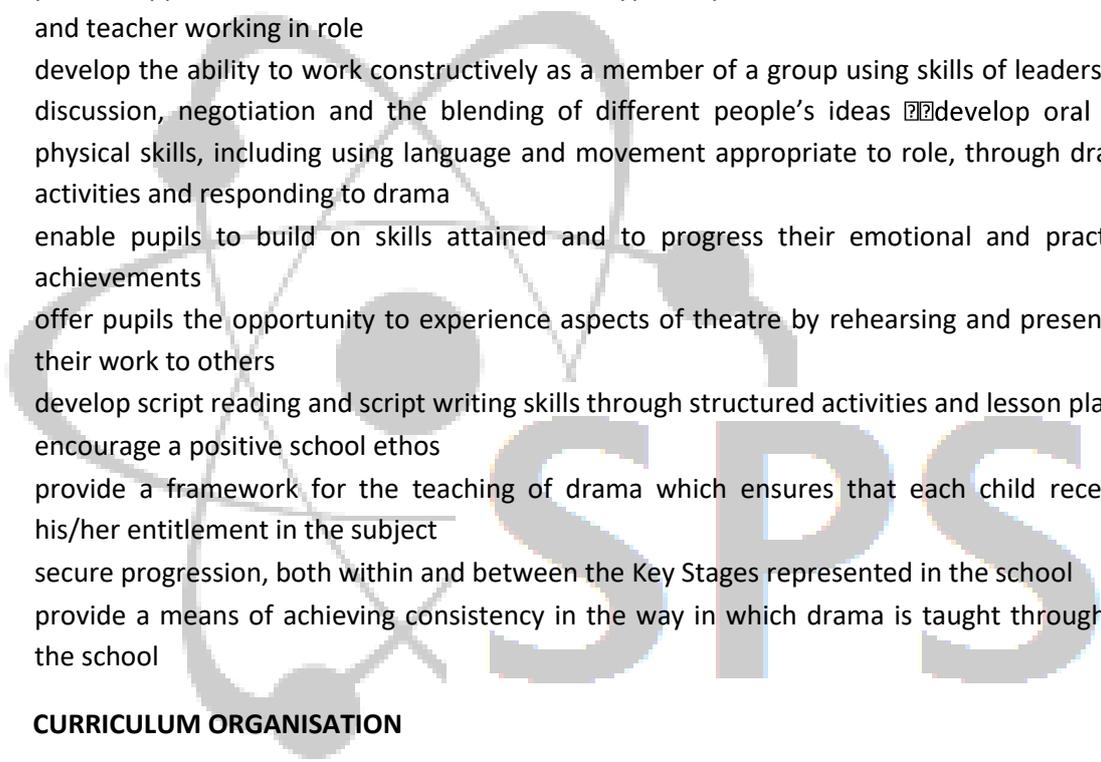
1.3 The 2014 Primary Curriculum framework for implementing the requirements of the English order for speaking and listening throughout Key Stages 1 and 2 has been produced to provide a structure for planning to ensure progression and development in children's oral skills. A range of contexts, possibilities for groupings, involvement with other members of the school or wider community, and variation in the teacher's role are built into this framework and, by highlighting specific activities to be taught, the framework also helps identify what should be assessed.

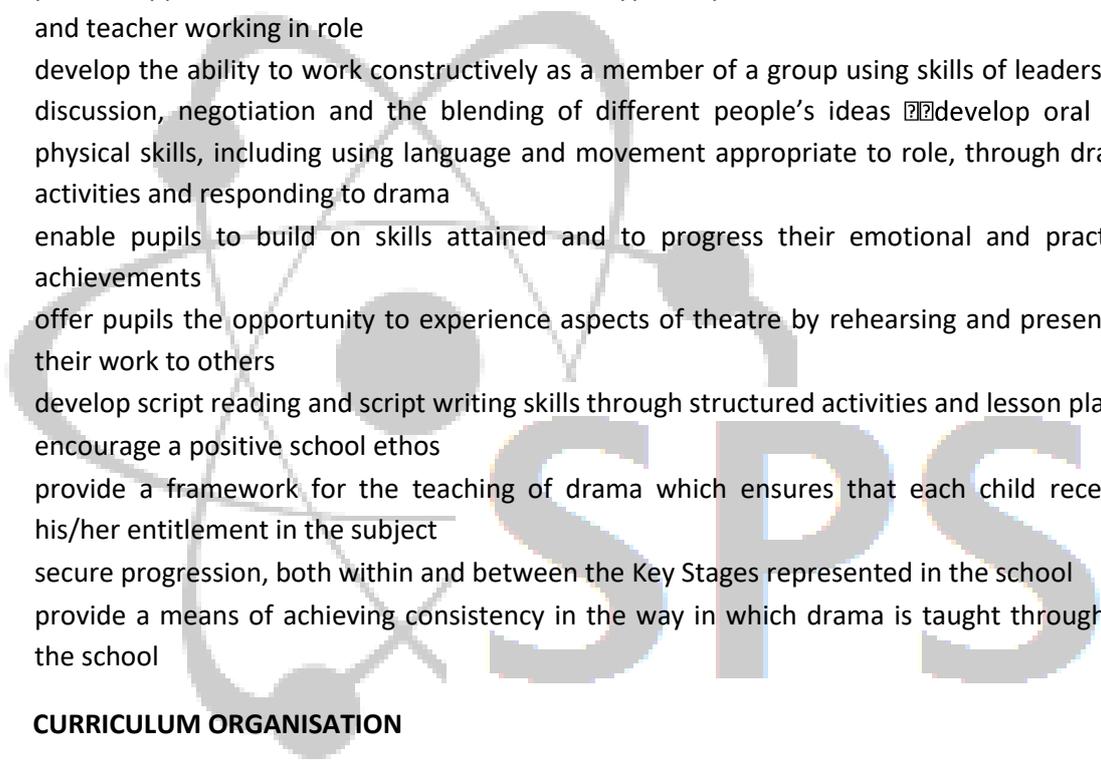
1.4 The following four strands are used as headings in the speaking and listening framework to organise the work in each year and each term:

- *Speaking for different audiences*, which includes friends, the class, teachers, other adults in the school;
- *Listening and responding*, both in face-to-face situations and to broadcast or taped material;
- *Discussion and group interaction*, in settings with different numbers of participants and at different levels of formality;
- *Drama activities*, including improvisation and working in role, as well as writing and performing scripted drama.

1.5 Many of the activities in the framework do not specify the content or topic of the talk, so literacy or other areas of the curriculum may be the subject matter of the work set. Given the significance of speaking and listening and language development, it is important to identify adequate curriculum time and to maximise opportunities in existing provision. For most children, it is probably most effective to concentrate this teaching into shorter, more intensive periods, rather than to allocate half-an-hour a week. In the early years, shorter daily sessions are helpful. In Key Stage 2, the suggested activities may fit best into fewer longer sessions.

## 2 AIMS

2.1 We teach drama to: develop pupils' self-confidence and sense of self-worth by creating a supportive and constructive learning environment

- develop pupils' respect and consideration for each other by encouraging turn taking, acknowledgement of ideas, appropriate and safe behaviour and focused listening
- develop imaginative and creative processes and responses by involving pupils in a range of drama methods and activities
- develop the capacity to express ideas and feelings through drama by encouraging constructive responses to drama work, sharing ideas and selecting appropriate drama methods
- provide opportunities to see and hear different types of performance and drama, such as TIE and teacher working in role
- develop the ability to work constructively as a member of a group using skills of leadership, discussion, negotiation and the blending of different people's ideas develop oral and physical skills, including using language and movement appropriate to role, through drama activities and responding to drama
- enable pupils to build on skills attained and to progress their emotional and practical achievements
- offer pupils the opportunity to experience aspects of theatre by rehearsing and presenting their work to others
- develop script reading and script writing skills through structured activities and lesson plans
- encourage a positive school ethos
- provide a framework for the teaching of drama which ensures that each child receives his/her entitlement in the subject
- secure progression, both within and between the Key Stages represented in the school
- provide a means of achieving consistency in the way in which drama is taught throughout the school

## 3 CURRICULUM ORGANISATION

3.1 Drama is occasionally taught through direct subject teaching, but more often integrated within a topic or other curriculum subject.

3.2 Drama games and other simple, discrete drama activities provide a strong basis for teachers to introduce drama to pupils. These will develop appropriate responses, an awareness of drama rules, speaking and listening skills, interpersonal skills and self-confidence whilst also ensuring that teachers' skills and confidence with the subject are being developed.

3.3 Drama specialists can provide focused workshop sessions for pupils, along with INSET courses for teachers.

3.4 The learning of drama skills will be enhanced in a variety of ways: by visits from touring theatre companies and Theatre In Education practitioners; visits to theatres for backstage tours and to watch performances; opportunities to perform at school in assembly, for celebrations and at the end of term; opportunities to attend external drama workshops; the

use of audio-visual and IT equipment (for watching or listening to plays). 3.5 Children in Nursery and Reception are introduced to drama through simple games, activity poems, action rhymes, structured play, character exploration and other activities based on traditional stories, simple speaking and listening activities and the opportunity to present and respond to improvisation.

#### 4 **CROSS CURRICULAR LINKS**

4.1 There are strong links to other subjects including English, history, music, PE, PSHE and Citizenship, geography, art and religious education. Drama methods can be used within these subjects to explore a variety of roles, topics, feelings, situations and facts.

4.2 Specific aspects of all subjects can be explored using drama, such as character motivation, scenes and situations, roles, emotions, pivotal moments, debates, decisions and personal choices, and reactions or responses. 4.3 It is necessary to ensure that appropriate drama methods are selected to develop learning and enhance subject awareness

#### 5. **DIMENSIONS**

5.1 The curriculum of our school is designed to provide equal opportunities for all pupils regardless of differences in race, sex, religion, social or economic class.

5.2 The school strives to achieve cohesion and continuity in the curriculum in order to allow each child to progress easily from stage to stage.

5.3 During the course of Key Stage 2 pupils should be offered the chance to extend their drama knowledge and skills through participating in TIE projects and school drama sessions, both of which can be offered either during or after school hours. Where necessary a charge may be made for these services.

5.4 Special Educational Needs: it is our policy to ensure that every child is given the opportunity to receive her/his curriculum entitlement (see SEND policy). For the most part we are able to do this by providing experiences which are appropriate to the individual child ensuring that the child has the resources necessary to carry out the work

5.5 Gifted and talented children should be encouraged to join school and external extracurricular activities, such as drama clubs and youth theatres, to help provide a focus for their extra abilities. They should also be provided for in terms of differentiated written work tasks, such as playwriting.

5.6 Health and Safety is the primary concern for all those involved with children in the school. The Health and Safety guidelines are strictly followed when children are engaged in practical drama activities both in the classroom and in other areas of the school, or when involved in visits further afield.

5.7 Health and Safety guidelines are also strictly followed when children are rehearsing or performing on the premises out of school hours and adhered to with regard to audiences attending school performances.

## **6 TEACHING AND LEARNING**

- 6.1 Much of the work in drama is rooted in the children's own experiences of early and structured play. They are helped to draw on these experiences in order to develop skills, concepts, knowledge and understanding in drama.
- 6.2 Drama is taught through a variety of conventions (methods) which achieve the general teaching objectives of writing and performing drama, improvisation and role play, and responding to drama. Conventions to be used include working in role, hot seating, freeze frame, communal voice and teacher-in-role. Additional drama methods will be drawn from external sources as appropriate.
- 6.3 All children are encouraged to learn and use correct drama terminology when discussing ideas and expressing opinions on drama they have experienced or observed, including improvisations and performances given by other children.
- 6.4 All Key Stage 2 pupils have the opportunity to take part in extra-curricular groups, such as the school drama club. This group allows for further performance opportunities and the chance to perform in full-scale productions.
- 6.5 In class drama, children may work in groups, pairs, or as individuals during drama activities such as improvisation and role play. The class teacher may work with these groups/individuals, but more often will use a whole class approach.

## **7 ASSESSMENT AND RECORDING**

- 7.1 Assessment will take the form of classroom observation whilst children are devising, performing or assessing drama in order to determine the quality of their work and to what extent they are meeting learning outcomes. It will also take the form of questioning, during and after the drama, in order to ascertain their knowledge and understanding of a concept.

## **8 RESOURCES**

- 8.1 All children should have equal access to a range of basic drama equipment, to be collected by the subject co-ordinator. This could include bean bags, blindfolds, a shoe, a bunch of keys, a tambourine, a whistle, an empty box, a comb, a large piece of material, a hand puppet, a selection of hats, a letter or postcard, a character costume, an interesting prop - such as a walking stick - and a selection of photographs.
- 8.2 Classroom teachers should also collect items which may be used as a stimulus for drama activities, such as poems, stories, fables, myths, songs, musical extracts, play scripts, historical documents and photocopies of works of art
- 8.3 Additional staff members will be available to provide support during rehearsals and performances of school productions and presentations.
- 8.4 Curriculum resources are taken from a range of materials such as QCA speaking and listening framework for planning, QCA and National Curriculum web sites, stimuli and resources collected by teachers.

8.5 Teachers have access to a video camera and cassette/CD player, plus microphone, for playing and recording purposes.

9 **IMPLEMENTATION AND EVALUATION**

9.1 The policy is due for biannual review so that any modification necessary may be made and implemented during the academic year.

