



## St. Patrick's R.C. Primary School



Drama Policy		
Date	Review Date	Coordinator
September 2018	September 2019	M Ryan

Drama is a form of communication that combines unique visual elements alongside that of speaking and listening. It is important that children have access and experience of this method of communication because:

- It enhances and develops children's self esteem and appreciation of self worth.
- It breaks down social and cultural barriers.
- It allows children to experiment with everyday issues in a safe secure environment.
- It allows children of all abilities to experience a level of success and achievement no matter what their role of participation.
- It encourages children to explore different styles of speaking, singing, gesture and mime.

At St Patrick's RC Primary School we aim to make sure all children have access to and experience drama activities through the curriculum as well as from outside agencies.

The objectives in teaching drama are as follows:

### **To develop their skills in drama, children need to:**

- Be given the opportunity to improvise and work in role, creating and sustaining roles both individually and when working with others;
- Be given the opportunity to script and perform plays and stories using language and actions to express and convey situations, characters and emotions;
- Be given the opportunity to respond to their own and others' performances, commenting constructively on dramatic effects, characterisation and overall impact.

### **To be able to do this, children need to experience/be taught;**

- To use appropriate language which is appropriate to the role, context and theme of the play/performance;

- To be challenged to move beyond the familiar and everyday;
- To be given time to reflect on both the meaning of the drama and how it is enacted;
- To develop a repertoire and make progress in performance by varying the techniques used, working in role and evaluation;
- To establish a clear set of ground rules for drama lessons so children know what to expect and have a clear framework within which to create roles, explore movement or develop scenarios.

At St Patrick's RC Primary School, teachers can provide opportunities for drama not only in literacy but throughout their topic work such as History (exploring how people lived in the past) or Geography, P.S.H.E. and RE (exploring how different cultures live and customs). Teachers include drama in their lessons by using a variety of techniques such as:

### **Freeze frames/flashbacks/flash forwards**

- Still images or silent tableaux by individuals or groups of children, used to illustrate a specific incident or event enabling close scrutiny of a specific situation. Encourages discussion and reflection of something that is happening, about to happen or has happened.

### **Conscience alley**

- A means of exploring a character's mind at a moment of crisis and of investigating the complexity of the decision they are facing.

### **Thought tracking**

- A technique for creating and examining the private thoughts of characters focusing on the character in freeze frame. The class contributes ideas as if they were speaking the thoughts of the character/characters.

### **Hot seating**

- Hot seating involves the class asking questions of someone in role as a character, fictional or historical, who sits in a 'hot seat'. The questions can be prepared or improvised. This technique focuses on character and enables motivation to be explored.

### **Meetings**

- The teacher in role can call a meeting for the whole class to attend. This technique enables children to be gathered in a collective role that can help less confident children. Used at the start of a drama session, meetings can be an efficient way of creating roles or focusing on a problem.

### **Paired improvisation**

- Children are divided into pairs and begin a dialogue on a given signal, making up a conversation, in role as they go along.

## **Planning**

We carry out the curriculum planning in drama as part of the literacy planning in three phases (long-term, medium-term and short-term). The long-term plan maps the Literacy topics studied in each term during each key stage. The drama subject leader is on hand to offer any help, advice and training needed to teach colleagues in each year group. Sometimes the children study drama in conjunction with other subjects, particularly at Key Stage 1.

Some of the objectives in the medium-term and short-term planning for literacy also include opportunities for the teaching of drama.

## **Assessment and Recording**

Teachers assess children's work in drama by making informal judgments as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of each task, the teacher makes a summary judgment about the involvement and performance of each pupil in relation

to the National Curriculum levels of attainment and records these grades as part of the Speaking and Listening assessment criteria. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

The drama/literacy subject leader keeps samples of children's tasks in a portfolio, which she/he uses to demonstrate the expected level of achievement in drama for each age group in the school.

## **Foundation Stage**

We teach drama in reception classes as part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the dramatic aspects of the children's work to the Speaking and Listening objectives set out in the Foundation Stage curriculum which underpin the curriculum planning for children aged three to five. Drama contributes to a child's personal and social development. Using role play in the classroom increases a child's knowledge and understanding of relationships, their local environment and that of the wider world.

## The contribution of drama to teaching in other curriculum areas

- **English**  
Drama contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills by being given the opportunity to perform their work in front of their peers, paying particular attention to diction, and when performing and interpreting poetry, to rhythm and rhyme. Drama is also used to stimulate discussion or creative writing. Through working with others in a drama setting, children develop their ability to communicate ideas effectively.
- **Personal, social and health education (PSHE) and citizenship** Drama contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of performance, children learn to work effectively with other people and build up good relationships. Drama is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public performances is sometimes one of the most memorable things young people do at school.

## The school's drama events

We believe that drama enriches the lives of people, and so we wish to involve as many children as possible in drama activities. Children have the opportunity to perform and improvise stories based on the theme of the assembly during, under the guidance of the head teacher, as part of the school's acts of worship. All children have the opportunity to perform in plays relating to their year groups and/or key stage to celebrate Christmas, cultural or religious events or to perform plays relating to their topic work.

## Special needs

We teach drama to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in drama takes into account the targets set for individual children in their Individual Education Plans (IEPs).

<b>Headteacher:</b>	M. Ryan	<b>Date:</b>	September 2018
<b>Chair of Governing Body:</b>	G. Wilson	<b>Date:</b>	September 2018