

Holy Trinity Primary School, A Church of England Academy

Policy for Drama

Introduction

Drama will provide each pupil with access to progressive, relevant and meaningful dramatic activity, which will both encourage and challenge pupils to work positively with difference. At the heart of the work will be the development of each pupil's ability and desire to listen to others, share ideas, realise visions, think creatively and work confidently together. We believe that drama can help our pupils to make sense of themselves and the world they inhabit, while developing a range of dramatic skills and conventions which will enrich both their creative and artistic appreciation and their application of ideas.

Aims

Through *drama* the school aims to offer pupils with the opportunity:

- To work in meaningful contexts;
- To become actively involved in their learning;
- To express themselves emotionally in all aspects of their learning;
- To work positively with difference;
- To improve and develop their oral skills;
- To build self-confidence and raise self-esteem.

Teaching and Learning Methods

**Progression of Drama from Foundation stage to KS2**

**Drama in the Foundation Stage**

• Drama can provide the context for the development of many areas of learning defined for personal, social and emotional development, communication and language and expressive arts and design. By the end of the Foundation Stage most children will be confident to try new activities, initiate ideas and speak in a familiar group, use language to imagine and recreate roles and experiences and use their imaginations in art and design, music, dance, imaginative and role play, and stories.

### Drama in Key Stage One

• During Key Stage 1, pupils move from make-believe dramatic play for themselves to a more consciously planned form of drama, which may involve communication with an audience. Good practice involves pupils in activities such as exploring their own ideas through devising scenes, enacting their own stories for others through small group playmaking, using symbolic 'costumes' and props to stimulate drama narratives. When they talk about dramas they have seen or in which they have taken part, they can differentiate between them and explain how the effects were achieved.

### Drama in Key Stage Two

• During Key Stage 2, pupils use a wider range of dramatic devices and techniques. Increased control of voice and body means that they portray more precisely defined characters. Pupils produce work with a clear story line and structure. They become familiar with forms such as shadow puppets, mime and chorus work, and those in other media, like animation. Pupils may learn lines and write short scripts which grow out of practical exploration of a story. They make connections between broader dramatic traditions and their own work, suggesting improvements. They may also experiment with simple technical effects and equipment, such as digital camera and video.

All teachers are expected to use Drama skills as a learning tool within their teaching and learning where possible. Drama objectives need to be taught within literacy, in addition to this, it is expected that drama work will continue in the classroom as a way of teaching subjects across other areas of the curriculum.

- Introducing pupils to a range of dramatic conventions, which will enable pupils to build context or develop narrative, poetic and reflective action;
- Introducing pupils to a range of dramatic skills, which will enable pupils to find creative ways in which to express and communicate their ideas and opinions;
- Using drama as a valuable 'learning tool' across the curriculum;
- Drawing upon, valuing and incorporating the ideas, experiences and knowledge of the pupils that we work with;
- Pupils working collaboratively, developing skills in co-operation, negotiation, listening to, sharing and building upon each other's ideas;
- Extending pupils vocabulary such that they can evaluate and reflect on their own work and that of others both critically and constructively.

At all Key Stages pupils will:

- Be encouraged to *Make* (exploring, devising, shaping and interpreting), *Perform* (presenting and producing) and *Respond* (evaluate/apply knowledge and understanding) in response to appropriately selected stimulus material;
- Be encouraged to use subject-specific vocabulary to evaluate their own work and that of others;
- Develop the ability to make and structure their work using a variety of dramatic form;
- Be introduced to a range of lighting, sound, props, etc in order to develop the work and build on dramatic effect.
- Develop the ability to create, adopt and sustain a variety of roles, using voice, body language, movement and space in order to understand character and develop the drama work.
- Be encouraged to explore and develop their own viewpoints and opinions through dramatic activity;
- Experience continuity and progression, building on subject knowledge, concepts and skills, which will be recalled, revisited and developed as they move from year to year.

The school has a drama co-ordinator who will oversee the drama work in the school, and support staff in developing appropriate and effective material. A drama specialist will be used to develop skills in year groups in consultation with the staff and headteacher.

### Resources

All drama work should and can make use of ICT equipment in the following ways:

Digital camera	eg to record pupils' work
Digital video camera	eg to record pupil's work
Data Projector	eg to present pupils' work through PowerPoint, images to reinforce meaning/aid understanding, to create backdrops to pupils' work
Computer Suite	eg to create scripts/links to other curriculum work, ie writing up diary entries created through the drama work and extended writing activities, to conduct Internet searches for research in drama
Audio Equipment	eg to record pupils' work, create atmospheres, develop listening skills, accompany performance work
Stage Lighting	eg to create atmosphere, reinforce meaning, pupils' performance work.

## Equal Opportunities

Drama across the curriculum will ensure that:

- The needs of all pupils, including pupils with Special Educational Needs (SEN), Behavioural, Emotional and Social Difficulties (BESD), English as an Additional Language (EAL) or those who are Gifted and Talented (G&T), are reflected in the work.
- Pupil groupings are selected only for maximising individual learning potentiality.
- Resources are selected to reflect and value difference, ie in culture, ability and/or religion.
- Positive images of difference are promoted through materials, resources and displayed work.
- Pupils have equal access to trips, workshops and performances.

## Links with other areas of the curriculum

Drama can be used as a cross-curricular tool, for example, when trying to understand people and events in history. There are links to RE, art, music, PE, PSCH and citizenship. The opportunities are as broad as the imagination.

## Health and safety

All drama work undertaken within the school aims to ensure that health and safety is a priority for staff and pupils by:

- Being alert to situations or behaviour that could present a danger, such as congestion, physical movement, interaction and throwing objects;
- Stopping all dramatic activity if an accident occurs and dealing with it promptly before resuming the work.

## Assessment and Recording

All staff will be expected to evaluate their own drama work, ensuring that continuity and progression is provided for each pupil.

Examples of planning and Drama Journals will be monitored and reviewed by Key Stage leaders and the drama co-ordinator on a termly basis and feedback and support will be given.

Although drama is not a National Curriculum subject and therefore is not subject to assessment, it is addressed by the QCA, the Arts Council of England and is a strand within the Primary Strategy's 'Speaking and Listening' framework. As a school we believe that it is the right of every child to know how they can improve on their work in drama. Formative assessment is continuous

and should be used by teachers for diagnostic purposes, identifying pupils' particular strengths and weaknesses throughout their drama work. Planning should create opportunities for pupils to overcome weakness and build on their strengths.

Drama will be assessed as part of the continuous assessment of Literacy and will be recorded on the Speaking and Listening APP (assessing pupil progress) sheet. This assessment will take place every half term as part of the whole school assessment procedure.

Evidence of learning in drama can be collected in a variety of ways, for example:

- presentation
- self evaluation
- writing/speaking in role
- drawings - both individual and group
- video/audio tapes
- reflection diaries
- digital camera

### Professional Development and the Subject Manager's Role

Professional development will be guided by the School Development Plan to ensure that staff's knowledge and understanding of the subject is maintained. The subject manager will also provide advice and support to staff if required, in or out of the classroom.

The Subject Manager is responsible for the development and monitoring of the Drama curriculum by

- updating the school's policy
- by identifying and ordering resources,
- by co-ordinating staff requests for resources, and
- monitoring and maintaining the condition and availability of resources
- monitoring and observing teaching and learning activities
- reporting to the Governing body.
- Being aware of current situation regarding drama across the school.
- Formulate and carry out an action plan for subject development on a yearly basis.
- Keep staff updated on any changes or developments in the teaching of drama
- Offer any support and advice to help staff deliver the scheme of work.
- Make available, where possible, resources that have been requested, or thought to be necessary, to deliver the scheme of work.

### Review and Evaluation

AHunt September 2016

Review date September 2018

Policy agreed at the *Governors' Oct 2016*