

# **ARTS ON THE MOVE DRAMA POLICY FOR PRIMARY SCHOOLS**

## **WHAT IS DRAMA?**

Drama is an art form that is a practical activity, an emotional process and an intellectual discipline. At its core are the concepts of communication, shared experience, understanding and empathy. Drama involves the creation of imagined characters and situations which are enacted within a safe environment and a designated space. Like all arts subjects, drama helps children to make sense of their world and their place within it. Drama enables children to express themselves creatively, imaginatively, and to communicate with others effectively.

## **THE IMPORTANCE OF DRAMA**

Drama is concerned with developing the child as a whole. It is a vital way of communicating in school, public life and internationally. It builds confidence, teaches respect for others, and aids understanding of different needs, cultures, and lives. Drama is an effective teaching tool, as practical learning is crucial to understanding, and becomes a valuable learning method when employed to illuminate other areas of the whole curriculum. It is an extremely effective means of communicating ideas and is particularly useful for lower attaining pupils, children with special educational needs, or pupils for whom English is a second language.

## **AIMS**

Our aims in teaching drama are that all children will:

- enjoy the subject and study it with a sense of achievement
- develop a feeling of self-confidence and a sense of self-worth by working in a supportive and constructive learning environment
- gain respect and consideration for each other by experiencing turn-taking, acknowledgement of ideas, appropriate and safe behaviour and focused listening
- have opportunities for presenting performances individually and in groups
- develop the capacity and confidence to express ideas and feelings and communicate them through drama
- learn to evaluate their own and others' contributions to drama and suggest improvements
- 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
- build on all skills achieved and progress their emotional and practical achievements
- develop an understanding and appreciation of a range of drama methods and activities, developing and extending their own interests and abilities
- work in a range of group sizes, and with a variety of other pupils
- develop script reading and script writing skills
- contribute to a positive school ethos

## **LEARNING OUTCOMES**

In learning through drama, all children will gain and develop:

- self-confidence, self knowledge and self respect
- the ability to work with others
- communication skills, including fluency of speech, vocabulary development and subject-appropriate terminology
- self discipline and appropriate behaviour
- the skill of evaluating self and others
- creativity and self expression
- imagination, empathy, understanding
- debating and discussion skills
- mental awareness, listening and responding skills
- artistic awareness, including an understanding of a variety of drama methods
- social awareness through role play

## **KEY SKILLS AND METHODS**

Children in Key Stage 1 and Key Stage 2 will experience the following Key Skills:

- IMPROVISATION – both spontaneous and prepared
- DEBATES – both in and out of role
- PRESENTATIONS – including dramatic performances and readings
- DISCUSSIONS – both as part of creative planning and general topic
- ROLE PLAY – individually and in groups
- PERFORMANCES – on all levels: improvised, prepared, rehearsed, scripted
- EVALUATION – of own and others' work

## **DRAMA METHODS**

Drama methods for Key Stage 1 to include:

- Mime and movement skills
- Spontaneous improvisation
- Hotseating
- Freeze-frames / still image
- Prepared improvisation
- Conscience alley
- Narration
- Teacher in role
- Whole group improvisation

## ICT

ICT is a major resource when used in drama for formatting digital camera photographs of children's work, completed by both the teacher and pupil, or in recording and playing back children's work for analysis and evaluation. Children will also benefit from using websites to research plays, actors, other aspects of theatre, or pieces of drama that they have been involved in. Computers can provide formatting opportunities for play scripts, reflections on drama work, and resources for drama activities. Recording equipment can also be used for school productions, where appropriate permissions have been sought, and computers can generate backdrops for performances.

## SPIRITUAL, MORAL, SOCIAL AND CULTURAL

Drama teaches children to work together, to think about others, to respect other viewpoints and to express themselves clearly and appropriately. It develops good relations and respect for the differences between people and will engender a positive ethos in the school.

## HOMEWORK

Homework is used to support drama through such tasks as learning lines or scripts for a specific lesson, or school production, researching an aspect of drama or theatre to bring to the class, finding costumes or props to bring into the school to enhance a lesson or for a specific performance.

## **PLANNING**

All teachers will be responsible for the planning of drama into various areas of the curriculum. Additional resources, such as books and specialist websites (details found at the end of this policy document), can be utilised as a source for lesson plans, schemes of work, drama method applications and ideas for classroom drama. Schemes of work can be used collaboratively by the staff in year groups or Key Stage teams. Continuity and progression in drama should be the joint responsibility of the drama co-ordinator and individual teachers. The drama co-ordinator will

- Take responsibility for the purchasing and organising of central resources for drama
- Keep up to date with developments in drama education and disseminate information to colleagues as appropriate
- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in drama throughout the school
- Support colleagues in the interpretation and execution of any drama activities, lesson plans and schemes of work
- Organise visiting specialists to deliver drama INSET sessions, or courses, for teachers
- Monitor progress in drama and advise the Headteacher on action needed where appropriate
- Co-ordinate extra curricular activities, including visiting specialists and trips to theatre productions

## **ENHANCEMENT**

Where possible, children should be given the opportunity to expand their drama knowledge by accessing a wide range of drama and theatre experiences, including

- Visits from touring theatre companies and Theatre in Education practitioners
- Visits to theatres for backstage tours and to watch performances
- Opportunities to perform in local and national theatre festivals
- Opportunities to perform at school in assemblies, for celebrations, and in end of term productions
- Opportunities to participate in drama workshops run by visiting specialist drama practitioners
- Opportunities to be involved in a school drama club, either during or after school time
- Opportunities to give performances in the wider community, for example, at play groups at local residential homes

## **DRAMA CODE OF CONDUCT**

All students should follow this Code of Conduct, to ensure that drama lessons are focussed, productive, effective and non-threatening.

### BEFORE THE LESSON

- Students should not enter the drama room without permission. All students are to be actively supervised.
- Always walk into the drama room and never run or push anyone.
- Enter the drama space quietly.

### DURING THE LESSON

- Always put your bag, coat, and other belongings in the area where your teacher tells you to put them.
- Always listen carefully and concentrate, otherwise you won't know what you're doing.
- If you don't understand instructions, ask your teacher.
- Be mindful of the safety of other students during the drama lesson - never push, punch, hit or strike out at another student, even in fun.
- Work with other students respectfully. Never make fun of other people's work or opinions.
- Respond appropriately to questions.
- Sit quietly when watching other people's work.
- Be considerate when evaluating drama performed by others, and honest when evaluating your own.
- Always work to the best of your ability.
- Never eat or drink during lessons.

### AFTER THE LESSON

- Always leave the drama room clean and tidy, and ready for the next class to use it.
- Always collect all of your bags and belongings from the safe area.
- Always leave the drama room in a quiet and orderly manner.

Additional information on 'what every well-equipped drama studio needs' and 'drama and students with special needs' can be found in the Education pages of [www.artsonthemove.co.uk](http://www.artsonthemove.co.uk).