

ALL SAINTS' CE(C) PRIMARY SCHOOL, ALREWAS

POLICY STATEMENT FOR DRAMA



'Believe to Achieve'

Mission Statement

'To provide quality education for our children in a happy, secure Christian environment, encouraging pupils to achieve their potential academically, spiritually and socially.'

INTRODUCTION

This policy document is a statement of the aims, principles and strategies for the teaching of drama at All Saints Primary School.

This policy was reviewed and revised through a process of consultation and discussion with teaching and non-teaching staff.

This policy will be reviewed on a yearly basis to ensure relevance, effectiveness and practicality.

GENERAL PRINCIPLES AND PHILOSOPHY

Drama in schools, with its processes of re-enactment, communication and sharing, is integral to cultural growth and individual development. It offers a powerful and unique learning process that enables children to formulate understanding of the world around them. The process can be as simple or as complex as the learning outcome requires. Although some aspects of drama work will result in a performance or presentation, an end product is not always necessary in productive and successful drama work. It may help to consider drama conventions as a learning process, and theatre or performance as a product of that process (*Drama, 5-7, Alison Chaplin*).

Drama is an artform, a practical activity and an intellectual discipline. A drama education, which begins naturally with learning through dramatic

play, will eventually include many elements of theatre. Like the other arts, it involves imagination and feelings and helps us to make sense of the world. It does this through the creation of imagined characters and situations, and the relationships and events that they encounter (*Drama in schools, 4, Arts Council England*).

AIMS AND OBJECTIVES

Drama has an important part to play in terms of teaching and learning across the curriculum. It enables pupils to:

- develop a sense of self and of their role in different social groups
- work together on collaborative activities
- work independently and develop self-discipline
- develop literacy skills in terms of speaking and listening, reading and writing across the curriculum
- follow rules and explore moral dilemmas
- solve problems and develop the ability to choose, justify and discriminate between decisions
- gain confidence to make decisions and voice opinions
- challenge accepted assumptions and stereotypes, and gain the confidence to experiment and try new ideas where there is no right or wrong answer
- develop co-operation, tolerance and willingness to work with others
- develop self-esteem
- develop non-verbal language skills.

DRAMA IN THE NATIONAL CURRICULUM FOR ENGLISH

All pupils are required to study aspects of drama throughout their education as part of English and literacy and it is a key part of school provision for the arts.

To participate in a range of drama activities, pupils should be taught:

- information-processing skills (e.g. sequencing, comparing)
- reasoning skills (e.g. drawing inferences and making deductions)
- enquiry skills (e.g. asking relevant questions and testing conclusions)
- creative thinking skills (e.g. generating and extending ideas, applying imagination and looking for alternative endings)

- evaluation skills (e.g. judging the value of their own and others' work).

PROGRESSION OF DRAMA FROM THE 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 language and literacy and creative development. 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 1

- 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 2

- 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.

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, PHSE and citizenship. The opportunities are as broad as the imagination.

ASSESSING DRAMA

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

Level descriptions have also been provided from the *Arts Council England*. Unlike those in the national curriculum, they are not statutory and intended to illustrate progression in drama and assist teachers in making judgements about pupils' standards and progress, and to help pupils (and their carers) understand how they are getting on and what they need to do to improve. They are used as guidance only.

THE IMPORTANCE OF DRAMA TO PUPILS WITH LEARNING DIFFICULTIES

It is clear that drama can contribute to all aspects of English in a way that is especially meaningful to our pupils. Children with learning difficulties should be given opportunities to:

- develop the ability to respond, to listen and to understand
- interact and communicate effectively with others in a range of social situations
- make choices, obtain information, questions and be actively involved in decision making
- develop creativity and imagination
- have access to a wide range of literature to enrich and broaden their experience.

EVALUATION CRITERIA - EFFECTIVE PRACTICE IN DRAMA

Drama provision is effective when:

- drama has high profile within the school, is respected by both staff and students alike, is seen as an integral part of the school's development plan and is never solely allotted the exposure of the annual/end of term public performance.
- there are adequate facilities for students to participate in drama (e.g. school productions, drama clubs, workshops and theatre visits)
- students are encouraged to explore their perceptions of themselves and their world in order to more fully understand the complexities of the human experience
- students are given opportunity to develop the imaginative powers, self-expression, confidence and social awareness
- a safe and 'distanced' setting is created , whereby students can explore contemporary issues and concerns, questions ideas and beliefs, allowing for insight into one's own life and the life of others
- emphasis is upon personal and social growth through expression of thoughts and feelings, leading to sensitivity, tolerance and understanding of others via collaborative and independent work
- all students are actively encouraged to use verbal and non-verbal forms as modes of expression and creativity
- students are given opportunities to create, engage and review their own work and the work of others
- students experience a range of dramatic conventions: role-play, improvisation, hot-seating, freeze-frame, thought-tapping, devising and work with scripts
- drama work supports the National Curriculum for English in terms of Speaking and Listening, Reading and Writing
- the school recognizes, records and rewards positive achievements, ensuring progression and personal development
- Artists and other professionals work alongside students to share their work.

June 2014