St Helena’s Church of England Primary School, Willoughby.

DRAMA POLICY

The importance of Drama:

Drama is a vital way of communicating in school, public life and internationally. Drama enables pupils to express themselves creatively and imaginatively and to communicate with others effectively. As a school we want to give children the opportunity to use drama in many areas of the curriculum, as it is an extremely effective means of communicating ideas. Practical learning can be crucial to understanding.

Aims:

Our aims in teaching Drama are that the children will

- enjoy the subject and study it with a sense of achievement
- develop an understanding and appreciation of a range of drama, developing and extending their own interests and abilities.
- develop the capacity and confidence to express ideas and communicate them through drama
- have opportunities for presenting performances individually and in groups
- evaluate their own, and others’ contributions to drama and suggest improvements.

During the course of their time at Primary School the children will be introduced to a range of knowledge, skills and understanding.

Knowledge, Skills and Understanding

At Key stages 1 and 2:

- Voice
- Movement
- Appraising skills
- Performance skills

And at Key stage 2:

- Dramatic technique (e.g. hot seating, flashback, conscience corridor, freeze framing)

Processes will include:

- Improvisation
- Group and individual work
- Performance
- Responding to performances

- Mime
- Performing in plays
- Voice technique
Watching drama
Dramatic technique

Drama is part of a National Curriculum core subject, English and falls under Attainment Target 1, Speaking and Listening:

At Key Stage 1 and 2
- To participate in a range of drama

And at Key Stage 2
- To evaluate their own and others’ contributions

Although drama is organised under the discrete subject of English, there are many potential cross-curricular activities. The school places a large emphasis on this aspect of drama when implementing this policy.

The school will follow the requirements of the National Curriculum as set out in The National Curriculum Handbook for primary teachers in England (DfEE, 1999).

Strategies for teaching

Although there is no formal time allocation to drama in the school timetable, the nature of drama is such that individual teachers are encouraged to interpret the way they deliver Speaking and Listening, and hence, Drama e.g. during the teaching of History, Geography, R.E., P.S.H.E. Science, etc.

The elements of drama highlighted in the National Curriculum may be taught specifically through English but preferably through the subjects above, and others.

Voice

Voice technique plays a crucial role in the drama curriculum, as voice is the most immediate instrument. Children will be given regular opportunities to use their voices through reading, acting and public speaking. They will be taught to use their voices expressively with an emphasis on voice projection.

Movement

The ability to convey character, action and narrative through movement will be progressively introduced, discussed and worked on.

Appraising Skills

Children will be taught that an integral part drama is the ability to appraise their own and other's work. They will be encouraged to give constructive feedback on the work of their peers, as well as evaluating and improving their own work.

Performance Skills

Children will practise individual and group improvisations, mime, readings, poetry etc.
They will then be given the opportunity to share their work with class, and occasionally the whole school.

Feedback is given to the children as soon as possible.

- This aims to encourage and to give guidance for future work.
- The opportunity to perform encourages children to work to the best of their ability and also gives them pride in their achievements.

**The full range of pupil attainment**

Children will be taught in their normal class group from Reception to Year 6. Teaching will be planned to provide for the normal full range of prior attainment within each class. Throughout the lesson the teacher will have these needs in mind and will direct questions and provide activities to cater for this range of pupils.

**Able pupils**

Pupils very experienced in drama will normally work on the same drama topics as others but where possible the activities will be planned to stretch them by giving more open-ended/complicated tasks which demand more full expression of their ideas. At times they will take on the role of teacher, appraising the work of their peers.

**Lower attaining pupils**

Lower attaining pupils will normally work on the same topics as the rest of the class, but activities must be planned to enable them to succeed. Every effort will be made to encourage participation and to develop self-expression and self-confidence.

**Health and Safety**

All children will be taught safe and appropriate use of props and furniture that may be needed to accompany any performance/movement.

**Equal Opportunities**

All children have equal access to drama activities. We pay particular attention to ensuring there is no gender bias in materials or in access to resources. Teachers should pay attention to the equal distribution of their questions across all groups. Any displays and references to drama in society, should show positive role models of gender, race, ethnicity and disabilities.

**ICT**

The school attaches a great deal of emphasis and importance to the teaching of computer literacy and expertise. The use of ICT can be maximised, by using a tape recorder/video to record and play back children's work for analysis and evaluation.

**Spiritual, Moral, Social and Cultural**

There are many opportunities to develop a sense of wonder in drama. It can develop
good relations and respect the differences between people, for example, through drama, children reinact the lives of people from other times and cultures, thus experiencing mood, feeling and thought.

**Drama across the curriculum**

Drama is an important area for development and, since it is not taught as a discrete subject, every effort will be made to ensure that appropriate drama activities take place in other curriculum areas such as geography, history, PSHE, SEAL, dance, RE and thinking skills.

**Extra Curricular activities**

Each class uses drama to perform publicly at Christmas and Easter. This provides an opportunity for children to rehearse and perform a range of drama activities in front of an audience, including parents.

Drama club also provides an opportunity for performance within the school and the wider community, e.g. play groups, residential homes and local village hall.

**Planning**

All teachers will be responsible for the planning of drama into various areas of the curriculum.

**Assessment**

Formative assessment is carried out informally during the course of teaching. It enables the teacher to identify a child's understanding and progress in particular aspects, to inform their immediate teaching and to plan for their coming lessons. This can take the form of:

- Small group discussions in the context of a practical task
- Individual discussions with children to evaluate progress.

Teachers will be expected to provide an overall assessment of each child's national curriculum level in speaking and listening at the end of each school year. This will encompass achievements in drama.

**Record Keeping**

Recording every aspect of the children's progress in drama is neither necessary nor desirable. However records must be kept of the extent to which each child in the class has achieved the key objectives in Key Stage 2. This should be recorded on an individual record sheet, and again, will fall under English, Speaking and Listening.

**Reporting to parents**

This is carried out through the regular parent / teacher consultation meetings and annually through the written report. Although drama will not be given a formal report, any areas of particular strength, weakness and/or achievement, will be discussed.
**Monitoring and evaluation**

The purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupil attainment. The Head teacher will monitor the quality of teaching and learning as part of the school’s self-evaluation policy. Monitoring will include:

- Scrutiny of planning
- Quality of teaching through lesson observation and feedback
- Evaluation of children’s attainment

As part of external monitoring the LEA inspector may carry out similar evaluations from time to time. The quality of drama in the school will also be inspected as part of any Ofsted inspection of the school as whole.

All members of staff share the responsibility of policy development, review and the continuing successful implementation of the National Curriculum. The policy will be reviewed annually unless current guidance or legislation comes out. The Head will ensure the professional development of staff is met as a result of the performance management process and whole school development planning.

**GOVERNING BODY**

At St Helena’s CE School we will have identified governors for this subject as and when it is a School Development priority. The governors will be invited to attend relevant professional development sessions and to closely monitor and evaluate the impact of any school actions.

They will be invited to visit the school termly to talk with the staff and children and when possible, observe children learning. They will report back to the Strategy committee on a regular basis.

This policy will be reviewed annually.