

VICTORIA PARK PRIMARY SCHOOL



Drama Policy

Date	Policy Reviewed	Policy Amended	Added to Website
11/10/2018	22/06/2020	22/06/2020	
18/11/2020	18/11/2020	18/11/2020	20/11/2020
16/09/2024	16/09/2024	16/09/2024	18/09/2024



Drama Policy

“Drama enables pupils to express their thoughts, ideas and feelings in a safe environment.” (www.nicurriculum.org.uk)

Drama contributes significantly to the teaching of Literacy in Victoria Park Primary School by actively promoting the skills in reading, writing, talking and listening. Children develop their language skills when they can perform their work in front of their peers, focusing upon diction and when performing and interpreting poetry, focusing upon both rhythm and rhyme.

Drama is also used to stimulate discussion and creative writing. Through working with others in a dramatic setting, children develop their ability to communicate ideas effectively.

Creativity is developed through every area of the curriculum. Art and Design, Music and Drama help to provide children with rich opportunities for developing creativity. Children are taught ways to express their ideas, feelings and interpretations of the world in diverse ways, through pictures, sounds, drama and dance.

Through the common goal of performance, children learn to work effectively with others, thereby sharing and building positive relationships. Drama is the basis of many social activities and has an important role to play in the personal development of many young people and has a vital role to play in building children's self-confidence and self-esteem.

The purpose of The Arts within the primary curriculum is therefore, to provide opportunities for children to develop:

- *Their curiosity, imagination and creativity.*
- *Their self-confidence and self-esteem.*
- *Their artistic, musical and kinaesthetic abilities, including gross and fine motor skills.*
- *Verbal and non-verbal modes of expression.*

- *An appreciation of the beauty and wonder of the world around them.*
- *Their ability to make informed choices and decisions.*
- *An awareness of other cultures.*

Rationale

Opportunities, Inclusion and Rights Respecting Responsibilities

Education must develop every child's personality, talents and abilities to the full.

We in Victoria Park Primary School, will ensure equal access to the curriculum, regardless of gender, race, religion, disability and ability. Suitable learning opportunities for all children of differing abilities and needs will be provided by matching the challenge of the task to the ability of the child by:

- Setting common tasks that are open ended and can have a variety of results.*
- Setting tasks of increasing difficulty where not all children complete tasks.*
- Providing a range of challenges through the provision of different resources.*
- Children who are less confident will be encouraged to participate in a non-threatening environment and to develop self-expression and self-confidence.*
- Positive images of difference are promoted using materials, resources and displayed work.*

Equal emphasis will be given to the roles of both men and women in drama. Every effort will be made to ensure that activities are equally interesting to both boys and girls. Victoria Park Primary School strives to ensure that the best interests of the child are a top priority in all actions.

Cross Curricular Links

Drama has strong links to other subjects including Literacy, World Around Us (History and Geography), Music, P.E, Geography, R.E and PDMU. Diverse methods can be used within these subjects to explore a variety of roles, topics, feelings, situations and facts. Drama enables pupils to express themselves creatively and imaginatively, to communicate with others effectively and to help make sense of themselves and the world in which they live.

At Victoria Primary School, we aim to provide children with a wealth of cross-curricular experiences opportunities to use drama effectively and to develop each pupil's desire to listen to others, share ideas, realise visions, think creatively and work confidently together.

As the children progress through the school, Activity Based Learning and role play integrates drama teaching across the curriculum. Educational Drama at Victoria Park Primary School offers children the opportunity for investigation and discovery. Teachers are encouraged to use drama to support teaching and learning across the curriculum.

Aims

- *To enhance and develop children's self-esteem and appreciation of self-worth.*
- *To enable children to use a range of dramatic techniques, including working in role to explore ideas and texts.*
- *To encourage children to develop the capacity and confidence to express ideas and to communicate them through drama.*
- *To allow children to experiment with everyday issues in a safe and secure environment.*
- *To develop children's ability to evaluate their own and others' ideas and understanding through drama.*
- *To use drama as a powerful learning 'tool' across the curriculum.*

Statutory Requirements

The Foundation Stage

In the early years, there are many opportunities for children to explore ideas and take part in dramatic activities. Role-play and imaginative play are areas being developed at this Stage. Within a framework created by the teacher and children in co-operation, role-play will be structured initially upon individual experience. Children can be given the opportunity to play alone or interact with others. The teacher will model and become part of the imaginative play by taking a role in the drama. This interaction aids development of language, builds confidence of children or through the adopted role, present new and demanding problems for the children to solve. This helps children to become involved in questioning, find information, solve simple problems, develop their communication skills and learn about roles in the wider community. It is

important for young children to be offered on a regular, daily basis, the potential for learning through stimulating, imaginative play situations.

Teachers may also use nursery rhymes, stories, songs and poems to provide dramatic opportunities and develop and build on the child's own experience. It is important for a child to relate their own experience with that of the material presented to them. A relaxed, well-structured, imaginative play area allows enables children to develop speaking and listening in a comfortable environment.

Pupils are encouraged to:

- *express thoughts ideas and feelings;*
- *develop their creativity through imaginative play;*
- *engage in dramatic play to extend their learning; and*
- *take part in a range of drama games and strategies.*

Progression

As pupils progress through the Foundation Stage they will learn how to:

- *co-operate during role play by negotiating roles, agreeing rules and acting out scenarios;*
- *express thoughts, ideas, feelings and imagination with confidence in a range of dramatic contexts using verbal and non-verbal language; and*
- *adopt and sustain a role.*

Key Stage 1

Pupils should be enabled to:

- *develop their understanding of the world by engaging in a range of creative and imaginative role-play situations; creating invented situations on their own and with others, and responding in role to the dramatic play of others and to the teacher in role;*
- *explore a range of cultural and human issues in a safe environment by participating in dramatic activity and sharing ideas with others;*
- *develop a range of drama strategies including freeze frame, tableau and hot seating; and*
- *develop dramatic skills appropriate to audience, context, purpose and task by using simple props to suggest character, and by using symbols and images to develop action and interpret meaning.*

Key Stage 2

Pupils should be enabled to:

- *develop their understanding of the world by engaging in a range of creative and imaginative role play situations;*
- *explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others' feelings about issues, and by negotiating situations both in and out of role;*
- *develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience alley*
- *develop dramatic skills appropriate to audience, context, purpose and task by exploring voice, movement, gesture and facial expression through basic exploration of a specific role, and by structuring dramatic activity to make meaning clear for a chosen audience.*

Differentiated Provision

In creating and performing, tasks will be set which offer open-ended outcomes to allow for differentiation. Children may be grouped in mixed or similar ability groups as appropriate to the task and at the teacher's discretion, to ensure an inclusive approach for all children.

Special Educational Needs Provision

It is our policy to ensure that every child is given the opportunity to receive her/his curriculum entitlement.

We do this by providing experiences which are appropriate to the individual child- ensuring that the child has the resources necessary to carry out the work. In operating our Drama Policy, our teachers will have regard to the Department of Education's recommendations in relation to children with Special Educational Needs, the Special Educational Needs and Disability Order and to the school's Special Educational Needs Policy.

Children who wish to experience Drama at a higher level are encouraged to join both internal and external extra-curricular activities, such as Drama clubs and youth theatres, to help provide a focus for their additional abilities. They should also be provided for in terms of differentiated written work tasks, such as playwriting.

Teaching and Learning Strategies (by Key Stage)

At Victoria Park Primary School, we use a variety of teaching strategies. Consideration is given to different learning styles – visual, auditory and kinaesthetic. These strategies include:

Foundation Stage

- *Teacher Narration*
- *Teacher in Role*
- *Significant Object*
- *Sound-scaping Object*
- *Role Play*
- *Puppet Show*

Key Stage One

- *Hot Seating*
- *Freeze Frame*
- *Tableau*
- *Meetings*
- *The Illustrator*
- *What Happens Next?*
- *Whole Group Drama*

Key Stage Two

- *Mapping the Plot*
- *Thought Tracking*
- *Conscience Alley*
- *Hot seating*
- *Sculpting*
- *Take a Letter*
- *Interviews/Interrogation*
- *Gossip Circles*
- *Caption Making*
- *Dear Diary*
- *Overheard Conversations*
- *Circular Drama*
- *Ranking*

Additionally, information technology and visual stimuli, including video clips and television programmes are used to engage and interest children and further enhance their learning.

Through the exploration of these strategies, children will develop their experience of improvisation, acting, dance drama and mime and in turn deepen their understanding of voice, movement, gesture and facial expression.

Additional Opportunities

Every class in the school leads an assembly each year. This provides an opportunity for children to rehearse and perform a range of drama activities in front of an audience. In addition, P1-3 rehearse and perform a Nativity play annually and P6 and 7 participate in a Key Stage 2 production on alternate years.

Extra-curricular activities in Victoria Park Primary School further develop the strategies and skills already acquired within the classroom. The weekly KS1 Musical Theatre club provides children with opportunities to explore and express their ideas and develop their acting skills in a fun, but managed environment.

Resources

In Victoria Park Primary School, we have a well-stocked costume and props store, a sound desk and stage lighting as well as staging, projector and screen.

We have resources to facilitate our club and productions.

We also have links with the local community for technical and costume hire.