



DRAMA POLICY

1 AIMS AND OBJECTIVES

- 1.1** In our school we teach Drama to all children in Classes 1 – 7 as part of the normal school curriculum. We do this for several reasons. Firstly, we believe that drama is a valuable asset to enable children to understand emotions and gaining empathy of others. Secondly, we also believe drama builds confidence in the individual's self-esteem and willingness to share with others effectively and creatively. We also believe drama is a subject which enables pupils to showcase talents they may have away from academia.
- 1.2** The main objective of teaching drama is to promote the early development of a child's linguistic competence. We also want to:
- To develop and enhance drama skills
 - To understand drama as a subject
 - To explore issues through drama
 - To familiarise pupils with the language of formal drama

2 TEACHING AND LEARNING STYLE

- 2.1** We have adapted the QCA scheme of work for drama for the context of our school and the abilities of our children.
- 2.2** We use a variety of techniques to encourage the children to engage actively in the drama: these include games, role-play and drama techniques.
- 2.3** We emphasise the significance of listening and speaking skills over written recording.
- 2.4** We make the lessons as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of drama skills and techniques.
- 2.5** Assessment is ongoing throughout units, through observation, questioning and peer/group discussion.

3 ORGANISATION

- 3.1** We teach drama to children in Classes 1 - 7 for one lesson a week.

4 THE CURRICULUM

4.1 Drama is taught separately to English, as an arts subject.

4.2 We teach the children to know and understand how to develop their:

- **Emotional intelligence**
- **Discovering of self**
- **Physical development**
- **Social development**
- **Consideration of empathy**

4.3 Children gain knowledge of and understand drama skills, such as:

- **Stage directions**
- **Stage presence**
- **Vocal performance, including tone and delivery**

5 THE CONTRIBUTION OF DRAMA TO TEACHING IN OTHER CURRICULUM AREAS

5.1 English

The learning of a drama supports the delivery of spoken English and the understanding of text reading (script).

5.2 Mathematics

We play games and learn stage directions which support position and direction.

5.3 Personal, social and health education and citizenship

Drama's role is to develop pupil's understanding of self and knowledge of others. Through units of study, pupils are placed in situations where they can relate to or consider wider situations and the impact of these on individuals or communities.

5.4 Spiritual, moral, social and cultural education

By teaching a drama we contribute to the children's cultural education. Religious performance of the Nativity is performed by Reception, Class 1 and 2, whilst key stages and 3 take an active role in presenting the nativity story during the carol service. Through units of study, pupils are placed in different contexts and consideration of individuals or communities. Poems are also learnt and are recited at the Remembrance service.

5.5 Music

We teach songs in preparation for school performances (Christmas and Summer shows).

5.6 History

We teach children about significant historical figures and events in world history during the drama units of study.

5.7 Geography

Through units of study, we explore different countries and both the culture and landscapes of these when building an understanding for the drama.

6 INCLUSION

- 6.1 At **our school** we teach a drama to all children, whatever their ability – unless it has been recommended, by professionals, that due to a learning difficulty, this would not be appropriate. Drama forms part of the school curriculum policy to provide a broad and balanced education to all children, promoting self-confidence and teamwork.

7 ASSESSMENT FOR LEARNING

- 7.1 We assess the children in order to ensure that they make good progress in this subject. We mostly do this informally during the lessons, but also sometimes through more formal tests. There are no national key stage tests.

8 RESOURCES

- 8.1 We use a variety of schemes, depending on the desired drama outcome. For role-play we use drama Baldwin, P (The Drama Book and Drama in Mind) and Airs, J. and Ball, C. (Speaking, Listening and Drama). Musical and Nativity scripts/songs are utilised, with performance of these to an audience as the aim product. Stories and found objects are also used as stimulus for discussion and activities.

9 MONITORING AND REVIEW

- 9.1 The Principal monitors the teaching and learning of Drama in the same way as all the other subjects taught in this school.
- 9.2 This policy will be reviewed at least every two years.

Principal:	Mrs Sharpe	Date:	November 2019
Subject Leader	Mrs A Skelton	Date:	November 2019

REVIEW DATE: September 2021