

**Wellshot Primary School**

**Drama**

**Rationale**

Drama’s contributes to a broad and balanced arts provision for all pupils and is taught as part of Curriculum for Excellence. This policy will outline the purpose, nature and management of how drama is taught and learned in our school and will inform new teachers of expectations.

The following four strands are used as headings in the speaking and listening framework to organise the work in each year and each term:

 Speaking for different audiences, which include friends, the class, teachers, and other adults in the school;

 Listening and responding, both in face-to-face situations and to broadcast or taped material;

 Discussion and group interaction, in settings with different numbers of participants and at different levels of formality;

 Drama activities, including improvisation and working in role, as well as writing and performing scripted drama.

**Aims**

• To develop pupils’ enjoyment and interest in drama and an appreciation of the standards achieved by professional actors;

• To contribute to pupils’ spiritual, moral, social and cultural development;

• To build on pupils’ natural and learned ability to speak in front of other people;

• To develop pupils’ ability to create, perform and evaluate drama;

• To introduce children to the language and vocabulary of the theatre;

• To contribute towards children’s learning in non-arts subjects;

**Teaching and Learning**

Drama enables pupils to apply their own imaginations and draw on their own personal experiences. Their increasing knowledge and understanding of how the elements of drama work enables them to effectively shape, express and share their ideas, feelings and responses. As pupils develop confidence and control of the medium of drama, they are able to communicate shared understanding and tell stories using dramatic form. Drama allows pupils to explore the world of people from other places, times and cultures, and to examine differences and similarities with their own environment.

Drama is taught as part of a Curriculum for Excellence and it is a key part of the school provision for the arts. Both improvised and scripted drama provides a strong stimulus for writing, and can result in work that features more effective vocabulary, striking imagery, pace and style. Drama is a social activity requiring pupils to communicate, co-operate, and collaborate. In this respect it makes a particular contribution to PSHE. We expect Drama to be timetabled for an average of one hour per week, although some of the work may be covered in cross curricular topic–based lessons

 **Children should:**

• Devise, improvise, shape and structure dramas of different kinds;

• Be able to create, adapt and sustain different roles, individually and in groups;

• Be able to use character action and narrative to explore and convey stories, themes, emotions and ideas

• Access drama through literacy, books, film, television and a variety of other media;

• Use drama skills and knowledge to interpret a range of texts, for example play-scripts, pictures or stories;

• Prepare and perform both scripted and devised dramas for various audiences, using a selection of media;

• Develop their awareness of drama as a reflection of the cultural diversity of both the school and society as a whole;

• Develop the ability to express preferences and give reasons;

• Reflect on, evaluate and analyse the structure, meaning and impact of their own work and the work of others as both participant and audience.

Varieties of teaching strategies are used to engage and interest children and further their learning. Consideration is given to different learning styles - visual, auditory and kinaesthetic. These could include:

• Presentation of knowledge directly imparted by the teacher or another adult, incorporating children’s experiences and making it relevant to their lives;

• Demonstration of skills and techniques and provision of time for practice;

• Opportunities to communicate their ideas to each other and with teachers including discussions and presentations;

• Use of the school hall if needed for pupils to move freely and share their work;

• Use of books and other reference materials;

• Use of information technology and other emerging technologies;

• Use of visual stimuli, including video clips and television programmes.

**Cross Curricular Links**

There are strong links to other subjects including Literacy , Social Studies , RME , HWB . Drama methods can be used within these subjects to explore a variety of roles, topics, feelings, situations and facts.

Specific aspects of all subjects can be explored using drama, such as character motivation, scenes and situations, roles, emotions, pivotal moments, debates, decisions and personal choices, and reactions or responses.

It is necessary to ensure that appropriate drama methods are selected to develop learning and enhance subject awareness.

**Equal Opportunities and Inclusion**

All children will be given an equal opportunity to maximise their individual potential; this is regardless of ability, gender, race, religion, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

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.