

John Ruskin Primary School and Language Classes

Drama Policy

Written: June 2013



“Be responsible, be fair, stay positive and care”

Principles and Purposes

The development of drama is the responsibility of Samantha Madeira.

This policy aims to give an overview of policy and practice in drama at John Ruskin School.

At John Ruskin we believe that drama is an important medium for learning. It plays a vital role in the personal, social and moral development of the child as well as giving children the experience and opportunity of exploring the curriculum from a variety of perspectives.

The Aims of Drama

We teach drama to:

- develop pupils' self-confidence and sense of self-worth by creating a supportive and constructive learning environment
- develop pupils' respect and consideration for each other by encouraging turn taking, acknowledgement of ideas, appropriate and safe behaviour and focused listening
- develop imaginative and creative processes and responses by involving pupils in a range of drama methods and activities
- develop the capacity to express ideas and feelings through drama by encouraging constructive responses to drama work, sharing ideas and selecting appropriate drama methods
- provide opportunities to see and hear different types of performance and drama.
- develop the ability to work constructively as a member of a group using skills of leadership, discussion, negotiation and the blending of different people's ideas
- develop oral and physical skills, including using language and movement appropriate to role, through drama activities and responding to drama
- enable pupils to build on skills attained and to progress their emotional and practical achievements
- offer pupils the opportunity to experience aspects of theatre by rehearsing and presenting their work to others
- develop script reading and script writing skills through structured activities and lesson plans
- encourage a positive school ethos

Curriculum organisation

Drama is occasionally taught through direct subject teaching, but more often integrated within a literacy topic or other curriculum subject.

General teaching objectives for drama activities are provided in the Literacy medium term planning. This ensures that learning builds on the previous experiences of the child and progression and continuity are ensured through a whole school planning approach.

Dramatic Progress in Writing literacy units are used in Years 1 through to 6. These units aim to increase attainment and enjoyment of writing through an emphasis on drama.

The learning of drama skills will be enhanced in a variety of ways: by visits from touring theatre companies; visits to theatres for backstage tours and to watch performances; opportunities to perform in local and national theatre festivals; opportunities to perform at school in assembly, for celebrations and at the end of term; opportunities to attend external drama workshops; the use of audio-visual and IT equipment (for watching or listening to plays).

Children in Nursery and Reception are introduced to drama through simple games, activity poems, action rhymes, structured play, character exploration and other activities based on traditional stories, simple speaking and listening activities and the opportunity to present and respond to improvisation.

Cross Curricular Links

There are strong links to other subjects including English, history, music, PE, PSHE and Citizenship, geography, art and religious education. 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.

Equalities

All children are provided with equal access to the Drama curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity, disability or home background. Work is differentiated to meet children's individual needs and specialist equipment or extra adult support provided for children with disabilities.