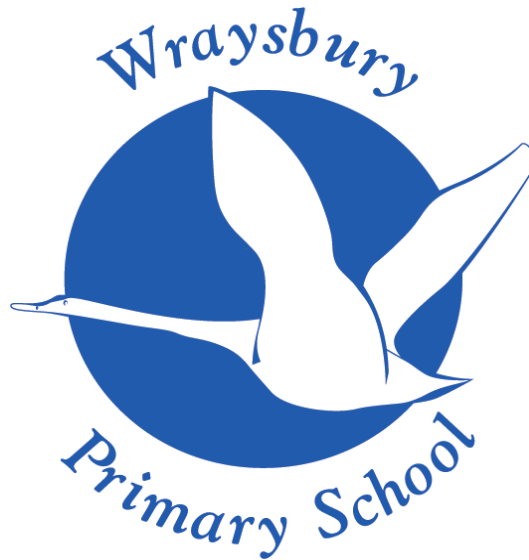


# Drama Policy



Welley Road

Wraysbury, Staines

TW19 5DJ

Headteacher: Mrs A Fox

Produced by:

**Alison Fox**

Approved by the Subject Governor

Awaiting approval Spring 2

Review date:

## **Drama Policy**

*“With any part you play, there is a certain amount of yourself in it. There has to be, otherwise it's just not acting. It's lying.” – Johnny Depp*

### **Intent**

Children should be given the opportunity to express their ideas and opinions through the medium of drama. At Wraysbury Primary School, we believe that drama is the key to creativity and can assist in developing literacy skills throughout the curriculum.

At Wraysbury we:

- provide children with the opportunity to take part in engaging exercises, considering feelings from different points of view;
- encourage children to listen and respond and respect each other's ideas and opinions in an interactive and sensitive manner;
- develop children's confidence in expressing their own opinions and ideas with their peers;
- enable all children to use drama as a key to develop speaking and listening skills in order to become competent speakers;
- work as part of a group to share ideas and create a high quality piece of work that reflects their understanding of topical subjects;
- encourage a positive school ethos and environment.

Drama should be used as a tool throughout the Key Stages to develop children's speaking and listening skills.

### **EYFS**

Role play areas within reception can be used to bring Drama into the early year's classroom. These need to be changed regularly in order to obtain maximum effect on the child's development.

To be:

- linked with a topic or theme that is a focus within the classroom;
- changed regularly to suit the needs of the class;
- assessable and engaging for the children;
- prepared with relevant resources and equipment to assist creativity and imaginative play;
- displaying environmental text to encourage early reading;
- equipped with reading materials relevant to the topic e.g picture books and fact sheets.

### **Implementation - Classroom Strategies for Drama**

There are a variety of drama conventions that can be implemented within the classroom, it is important to vary the strategies that are used. Behaviour should be managed carefully in order to maintain a positive and respectful environment for learning (see behaviour policy).

The following conventions are used:

- Hot seating – the child or teacher takes on the role of the character and is questioned by peers. Questions should be answered in the role of the character. Props/costumes can be used to symbolise the role.
- Teacher in role – the teacher assumes the role of a character.
- Conscience alley – the children create two lines, as the character walks down the ‘alley’ between the two rows, the class speak the characters thoughts. This is to help the character make a decision or come to a conclusion.
- Thought tracking – the inner thoughts of the character are spoken aloud by the character.
- Freeze frames – the children freeze in a position that represent a key event in the plot.
- Sound collage – children create a variety of sounds using instruments and their bodies to create an atmosphere. Often to accompany a freeze frame.

Warysbury welcome the use of new dramatic conventions for use in the classroom.

### **Planning an Time Allocation**

Teachers should plan to incorporate drama into different lessons. Teachers should choose to incorporate drama discretely throughout weekly lessons. There are strong links to other subjects including Literacy, History, Music, RE, PSHE and Geography.

### **Assessment**

Assessment should be carried out through the form of observation. Observations should take place during the creation and performance of the piece of drama. The assessment may also take the form of questioning (before, during and after the performance) in order to determine the children’s understanding.

### **Classroom Environment**

A positive and respectful classroom environment is crucial in order for the children to relax and feel comfortable with taking on the role of a character.

Strict expectations should be laid down with the class regarding being respectful to their peers and embracing and welcoming the different dramatic styles and ideas of their classmates.

### **Inclusion**

Warysbury’s aim is to provide all children with equal opportunities and therefore it is important that activities are suitably differentiated in order to cater for all levels of ability.

### **Funding**

Any drama trips or workshops should be planned at the beginning of the year in order to be budgeted for.

### **ICT**

It is encouraged that the children’s drama is recorded using ICT equipment. This can be done by the pupil to encourage the development of ICT skills. Recordings can also be used for assessment purposes.

### **Monitoring and Developing Policy**

This policy must be monitored throughout the year and reviewed every two years. Through staff contributions and discussion, action will be taken regarding amendments and alterations to the policy to ensure that the policy remains effective.