

# Viking Academy Trust



## Drama Policy

Approved by the Trust: T2 2022

Reviewed biennially: T2 2024

Last review date: T2 2022

Signed

Chair of Trust

This policy has been adopted by the governors in consultation with the Head of School, assistant head teacher, subject leader and teaching staff.

The policy was approved by the governing body in and will be reviewed on Term 2 2024.

### What is Drama?

*“All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.”*

National Curriculum Drama (2014)

### Why is teaching Drama important?

Dramatic activity is already a natural part of most children's lives before they start school in the form of make-believe play, enabling them to make sense of their own identity by exploring meaningful fictional situations that have parallels in the real world. This can be utilised at school through structured play and drama to encourage pupils to learn actively and interactively throughout the primary years and across the curriculum.

Children like to move and to interact with others. In drama we ask them to do exactly this. Rather than sitting still and listening they are encouraged to move, speak and respond to one another. Students who are challenged by reading and writing often respond more positively to the imaginative and multi-sensory learning offered by drama. This in turn helps them develop such skills as creativity, enquiry, communication, empathy, self-confidence, cooperation, leadership and negotiation. Most importantly, drama activities are fun – making learning both enjoyable and memorable.

Through the study of Drama, children are encouraged to think and act creatively, thus developing critical thinking and problem-solving skills that can be applied in all areas of learning. Through drama, children are encouraged to take responsible roles and make choices – to participate in and guide their own learning.

## INTENTION

### What are the main aims of teaching Drama at RAPS?

At Ramsgate Arts Primary School, we aim to provide children with a broad and balanced drama curriculum which is engaging and goes over and above to fulfil the National Curriculum expectations. Children will leave RAPS being able to work well in a group responding to others' ideas as well as sharing their own, they will understand important dramatic techniques, be able to incorporate them in a performance and will also have the skills and confidence to respond to drama and theatre performance in an insightful and thoughtful way. At RAPS, we endeavour to provide the highest quality teaching and therefore, drama is taught by specialist peripatetic teachers. In addition, where possible, children's drama lessons are linked to their learning in English in order to maximise engagement and make learning relevant.

### What else do we offer?

#### **Performance**

- Performance is of huge importance at RAPS as we aim for children to develop into confident, capable performers. Children are given many opportunities to perform, whether it be in their drama lessons or on stage. In Key Stage Two, children take part in both the Christmas Performance and end of year show where they get the opportunity to take on lead parts (in years 5 and 6), learn songs, dance and perform to parents. Throughout the year, children may take part in class assemblies, arts festivals and musical theatre showcases, in order to give them the confidence and skills to become established performers.

## IMPLEMENTATION

### What content is on the drama curriculum at RAPS?

Drama is mentioned in the primary curriculum but not as a subject itself. Planning is centred on the children's learning in English where possible and follows the curriculum aims below.

#### **In Ks2 pupils should be taught to:**

##### **D1 - Working with others supportively during rehearsals and performance.**

- Respond dramatically to different stimuli (scripts, artefacts, objects and images)
- Try different ways of exploring characters and storyline, responding to the techniques used by the teacher
- Work sensitively with others in role in small group and whole-class drama

##### **D2 - Learning dramatic techniques to help develop dramatic practice.**

- Understand and use terms such as: still image, physical theatre, narration, thought-tracking, and hot seating whilst developing ideas and responding to stimulus.
- Experiment with voice, facial expressions, gesture and emotions when exploring a character.

##### **D3 - Use taught techniques in performance.**

- contribute to a range of performances using different forms such as puppets, still image, thought tracking etc
- Use language which is appropriate to the role and maintain that role throughout a performance.
- use space, sound and movement appropriately

##### **D4 - Understand and respond to drama.**

- Express and describe feelings in response to the drama and use simple drama terms to explain the effectiveness of the drama.
- Respond and implement feedback into their performance

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	<b>Storytelling:</b> Focus on team work, story structure and the introduction of basic drama techniques such as: still images, physical theatre and soundscapes to create atmosphere. Explore simple staging techniques	<b>The Iron Man:</b> Use dramatic techniques to explore themes and issues raised in this terms core text: 'The Iron Man'.	<b>Krindle Krax</b> Use dramatic techniques to explore the characters and their motivations in this terms core text: Krindlekrax	<b>The Pied Piper:</b> Explore the characters and their motivations in a well-known fairy story and predict what might happen next. Consolidate understanding of the terms improvisation and role play	<b>The Three Little Pigs</b> Use teacher in role work to help the students explore a story in depth. They will need to analyse and improve on their work each week. This will lead to them writing in role and solving a murder mystery.	<b>Year 6 production</b> This term is devoted to rehearsals for the year 6 production.
English/ Topic links	NA	Core Text	Core Text	NA	NA	NA
Curriculum coverage	D1 D2	D1 D2	D1 D2	D1 D2 D3	D1 D2 D3 D4	NA
Key Vocab	Facial expressions, body language, still image, physical theatre, soundscapes, audience, stage, cheating out.	Debate, persuade, character, improvise, voice, projection	Facial expressions, body language, still image, physical theatre, soundscapes, atmosphere, audience, stage	Improvisation, role play, character, motivation, prediction, thought-tracking,	Posture, gesture, stress, sound collage, mantle of the expert, teacher in role space, mime, characterisation, audience	Direction, stage left, stage right, up stage, down stage, centre stage, lighting, cue, audience.
Drama techniques	Still images, Physical theatre, soundscape	Character statues, vocal warm ups,	Still images, Physical theatre, soundscape	Improvisation, still image, thought tracking, role play	Teacher in role, role on the wall, mime, thought tracking.	

Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Matilda:</b> Use the story of Matilda to explore how to communicate character on stage using voice, facial expression, physicality and status	<b>Clockwork:</b> Use our knowledge of story structure to create our own scary story using Clockwork as our inspiration,	<b>Edward Tulane:</b> Use dramatic techniques to explore themes and issues raised in this terms core text: 'Edward Tulane'	<b>Varjak Paw:</b> Use script work to explore the characters and their motivations in this terms core text: 'Varjak Paw'	<b>The Tempest:</b> An introduction to Shakespeare. Who was he? Why was he important?  Explore the story of The Tempest using some traditional Shakespearean language.	<b>Year 6 Production</b>  This term is devoted to rehearsals for the year 6 production.
	English/Topic links	NA	Core Text	Core Text	Core Text	NA
	Curriculum coverage	D1 D2	D1 D2 D3	D1 D2 D3	D1 D2 D3 D4	NA
	Key Vocab	Facial expressions, body language, narration, hot seating, projection, status	Beginning, middle and end, conflict, resolution, character, setting, mime, narration	Debate, persuade, character, improvise, voice, projection	Script, stage directions, character, motivation, prediction, thought-tracking	Shakespeare, Tempest, language, Prospero, playwright, script, Act, scene, audience
	Drama techniques	Still image, character statues, vocal warm up, hot seating, role on the wall	Still image, thought tracking, improvisation, creating suspense. Soundscapes	Character statues, vocal warm ups, conscience alley, though tracking, debate	Improvisation, still image, thought tracking, role play, hot seating	Bodyscapes, soundscapes, script work, directing.

<b>Year 5</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	<b>Kensuke's Kingdom</b>  Use dramatic techniques to explore themes and issues raised in this terms core text: 'Kensuke's Kingdom'	<b>Christmas Production</b>  This term is devoted to rehearsals for the Christmas production.	<b>Greek Theatre</b>  An introduction to Greek Theatre and dramatic techniques such as chorus, mime and mask work. The story of Odysseus will be the text we use to explore this medium.	<b>There's a boy in the girl's bathroom</b>  The focus will be on script work and the dramatic techniques of flash back and flash forward.	<b>Devising project</b>  During this term the pupils will devise their own piece of theatre trying to incorporate all skills taught previously They will be provided with a loose framework and a weekly stimulus to help them.	<b>Year 6 production</b>  This term is devoted to rehearsals for the year 6 production.
<b>English/Topic links</b>	Kensuke's Kingdom	NA	Ancient Greece/Greek Myths	There's a boy in the girls bathroom	NA	NA
<b>Curriculum coverage</b>	D1 D2	D1 D3 D4	D1 D2 D3 D4	D1 D2 D3 D4	D1 D2 D3 D4	D1 D3 D4
<b>Key vocab</b>	Debate, persuade, character, improvise, voice, projection.	Direction, stage left, stage right, up stage, down stage, centre stage, lighting, cue, audience.	Chorus, tragedy, comedy, amphitheatre, mask, physical theatre, narration	Script, stage directions, characters, flash back, flash forward, emotion, narration,	Devise, improvise, script, framework, stimulus, character, staging, role, beginning, middle and end	Direction, stage left, stage right, up stage, down stage, centre stage, lighting, cue, audience.
<b>Drama techniques</b>	Still images, character statues, vocal warm ups, conscience alley, though tracking, debate	NA	Greek chorus, mask work, narration, physical theatre.	Interpreting a script, following stage directions, flash backs and forwards, responding to direction.	Devising, stimulus, parts of a stage, staging (levels, depth, cheating out etc), responding to direction	NA

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>Street Child</b> The focus is on using these sessions to practically support their writing in English.	<b>The Highwayman</b> The focus is on using these sessions to practically support their writing in English.	<b>Floodlands</b> The focus is on using these sessions to practically support their writing in English.	<b>The boy in the striped pyjamas and WW2</b> The focus is on using these sessions to practically support their writing in English.	<b>Year 6 production</b> This term is devoted to rehearsals for the year 6 production.	<b>Year 6 Production</b> This term is devoted to rehearsals for the year 6 production.
<b>English/Topic links</b>	Street Child and Victorian England.	The Highwayman	Floodland and climate	WW2 and Evacuees	NA	NA
<b>Curriculum coverage</b>	D1	D1	D1	D1	D1	D1
	D2	D2	D2	D2	D2	D3
	D3	D3	D3	D3	D3	D4
	D4	D4	D4	D4	D4	
<b>Key Vocab</b>	Character, dialogue, empathy, direction, emotion, structure, plot, focus, discussion, narration, description	Character, dialogue, empathy, direction, emotion, structure, plot, focus, discussion, narration, description	Character, dialogue, empathy, direction, emotion, structure, plot, focus, discussion, narration, description	Character, dialogue, empathy, direction, emotion, structure, plot, focus, discussion, narration, description	Direction, stage left, stage right, up stage, down stage, centre stage, lighting, cue, audience.	Direction, stage left, stage right, up stage, down stage, centre stage, lighting, cue, audience.
<b>Drama techniques</b>	Still image, role on the wall, thought tracking, conscience alley, script writing, hot-seating, role play	Still image, role on the wall, thought tracking, conscience alley, script writing, hot-seating, role play	Still image, role on the wall, thought tracking, conscience alley, script writing, hot-seating, role play	Still image, role on the wall, thought tracking, conscience alley, script writing, hot-seating, role play		



<b>Skill Progression</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
D1 Respond dramatically to different stimuli (scripts, artefacts, objects and images)	Students are able to identify familiar themes and characters when guided by others	Students are able to explore familiar themes and characters.	Students are able to work with others to research the background of the drama	Students are able to explore and research facts, share their findings, and discuss possible ideas for the drama
D1 Try different ways of exploring characters and storyline, responding to the techniques used by the teacher	Students are able to support one another when exploring drama techniques with support.	Students are able to support one another when exploring drama techniques.	Students are able to suggest how to present ideas in group drama.	Students are able to build on other's ideas when devising work
D1 Work sensitively with others in role in small group and whole-class drama	Students are able to take part in small group role play when guided by others	Students are able to take part in small group and whole-class drama	Students are able to support others when preparing drama for an audience.	Students are able to work supportively and co-operatively with others when creating a dramatic piece.
D2 Understand and use terms such as: still image, physical theatre, narration, thought-tracking, and hot seating whilst developing ideas and responding to stimulus.	Students are introduced to dramatic techniques in isolation and can use them under guidance.	Students are able to use dramatic techniques appropriately when demonstrated by the teacher.	Students are able to independently choose a drama technique when responding to an idea or stimulus.	Students are fluent in the taught techniques and are able to share them with others.
D2 Experiment with voice, facial expressions, gesture and emotions when exploring a character.	Students begin to look at characters and experiment with techniques under guidance.	Students know what a dramatic character is and with teacher support can explore characters.	Students are able to use taught techniques to communicate a character with support.	Students are able to use taught techniques to communicate a character
D3 contribute to a range of performances using different forms such as puppets, still image, thought tracking etc	Students are able to present stories using very basic role play	Students are able to present stories when guided by others	Students are able to present stories using more than one form of drama	Students are able to engage confidently in a range of dramatic techniques structured by the teacher

D3 use language which is appropriate to the role and maintain that role throughout a performance.	Students are able to adopt a role and make choices in role when guided by others	Students are able to adopt a role and make choices in role	Students are able to adopt a role and be able to answer questions in role	Students are able to communicate character through words, movement and gesture
D3 use space, sound and movement appropriately	Students are able to follow instructions on how they use space, sound and movement	Students are able to experiment with space, sound and movement when guided by others	Students are able to use space, sound and movement to communicate specific meaning	Students are able to often sustain mood and atmosphere effectively in performances
D4 Express and describe feelings in response to the drama. And use simple drama terms to explain the effectiveness of the drama.	Students are able to say what they enjoyed about a performance with guidance	Students are able to use simple drama terms when talking about drama	Students are able to express what I liked about a performance	Students are able to use a basic drama vocabulary to write a response to a drama performance
D4 Respond and implement feedback into their performance	Students are able to say what they enjoyed about their performance, and how they think it could be better with guidance	Students are able to reflect on what others have said of their own drama, saying what they wanted to achieve and how it might be improved	Students are able to comment sensitively on how intended effects have been achieved and how they can be improved.	Students are able to be prepared to accept the comments and ideas of others following a performance and use this to develop their work.

### What about KS1?

KS1 children are taught by their class teachers who have undertaken a drama techniques and skills inset led by a drama facilitator. The skills learned are integrated into lesson plans and taught discreetly to support and better the children's understanding of learning in both English and Topic lessons. Teaching of drama is monitored and advice and guidance given to ensure the delivery of taught techniques is both of a high standard and meaningful.

### How often is drama taught at Ramsgate Arts Primary School?

In KS2 drama is taught weekly for 1 hour. In KS1 it is used when deemed suitable in English and Topic lessons.

## IMPACT

### What is the impact of the teaching of Drama at RAPS?

The teaching of Drama will help to support understanding of each term's core text to aid their writing in both English and topic. Perhaps more importantly though, through exposure to drama, pupils will be able to think and act creatively, develop critical thinking and problem-solving skills that can be applied in all areas of learning. They will become more adept at taking responsible roles and make good choices whilst guiding their own learning.

When a child is given space to be creative and their imaginations supported, confidence and self-esteem levels begin to grow. The confidence gained from learning drama will be very applicable in school, careers and in life.

### How is Drama assessed?

Drama is assessed through teacher observation, discussion and reflection and involvement in order to measure how pupils respond to each other, generate ideas, develop those ideas, whether they lead or follow – and why. See what they enjoy, what sparks them and which activities they struggle with. This formative assessment informs planning and delivery of consequent lessons.