



Ballinteer Educate Together National School

Drama Policy

Introductory Statement:

Ballinteer Educate Together National School devised this policy to ensure that Drama provides children with ways to explore our cultural heritage and new dimensions of a changing world. Language plays a critical role in drama. The Drama Curriculum contributes to developing the child's competence and confidence in English, Irish and other languages.

The purpose of this policy is to provide practical guidance for teachers, parents and other relevant persons on the provision of effective drama education in our school.

Rationale:

Drama is of great importance in our school as “it provides the means by which the child can achieve an enhanced awareness of self and can experience a unique mode of learning.” The children will; Explore and make drama. Reflect on drama. Co-operate and communicate in making drama.

Vision and Aims

(a) Vision

We seek to assist the children in our school in achieving their potential by recognising the uniqueness of each child through the use of drama. By allowing the children to develop and express ideas, thought, opinion and emotion through the medium of drama. Drama is a subject. It is for all teachers and all children. Process drama explores the real world through the fictional world.

(b) Aims

We endorse the aims of the Primary school curriculum for drama. To enable the child to become drama literate. To enable the child to create a permanent bridge between make-believe play and the art form of theatre. To develop the child's ability to enter physically, emotionally and intellectually into the drama world in order to promote questioning, empowering and empathetic skills. To enable the child to develop the social skills necessary to engage openly, honestly and playfully with others. To enable the child to co-operate and communicate with others in solving problems in the drama and through the drama. To enable the child to understand the structures and modes of drama and how they create links between play, thought and life. To enable the child to acquire this knowledge of drama

through the active exploration of themes drawn from life (past and present), whether they have their source in other curriculum areas or in general areas relevant to the child's life. To enable the child to begin the process of translating a knowledge of drama into the active exploration of life themes from drama literature, leading to the appreciation of world drama culture. To form the criteria with which to evaluate the drama texts, written or performed, to which he/she is continually exposed.

Curriculum Planning

1. Strand and Strand Units

Strand: Drama to explore feelings, knowledge and ideas, leading to understanding.
Strand Units: Exploring and making drama. Reflecting on drama. Co-operating and communicating in making drama.

In Ballinteer ETNS, drama is treated as both a stand alone subject and the methodologies underpinning the drama curriculum may be linked with other curricular areas such as SPHE, English, History, Geography, Gaeilge, Music, Physical Education, Visual Arts, Ethical Education etc.

Infant Classes

Primary School Curriculum Pages 13-17.

Curriculum Guidelines Pages 7-14, 25-33, 66-69.

Aistear. The Early Childhood Curriculum Framework (NCCA).

- Stimuli Stories Film eg.
- Dora the Explorer
- Poetry and nursery rhymes
- Character profiles
- Pictures
- Photographs
- Objects and Props Issues from the SPHE curriculum
- Themes from various curricular areas Script (Seasonal plays)
- Drama games
- Circle time activities Imaginary tripe eg. To space.
- Music Mime cards
- Puppets

First and Second Classes

Primary School Curriculum Pages 18-23.

Curriculum Guidelines Pages 7-14, 25-33, 70-73.

- Stimuli Stories Film eg. The Secret Life of Pets
- Poetry
- Character profiles
- Events
- Pictures
- Photographs
- Objects and Props Issues from the SPHE curriculum
- Themes from various curricular areas Script (Seasonal plays)
- Drama games
- Circle time activities
- Music Mime cards
- Puppets

Third and Fourth Classes

Primary School Curriculum Pages 24-31.

Curriculum Guidelines Pages 7-14, 25-33, 74-85.

- Stimuli Stories
- Class novels
- Poetry
- Character profiles
- Events
- Pictures
- Photographs
- Objects and Props Issues from the SPHE curriculum
- Themes from various curricular areas Script (Seasonal plays)
- Drama games
- Circle time activities
- Music Mime cards
- Puppets

Fifth and Sixth Classes

Primary School Curriculum Pages 32-39.

Curriculum Guidelines Pages 7-14, 25-33, 86-91.

- Stimuli Stories,
- Novels Film eg. Harry Potter.
- Poetry
- Character profiles
- Events
- Pictures
- Photographs Objects and Props
- Issues from the SPHE curriculum
- Themes from various curricular areas Script (Themed plays/Short dialogues etc.)
- Script written by the children based on topics covered in other curricular areas.
- Drama games
- Circle time activities
- Music Mime cards

Approaches and Methodologies

Curriculum Guidelines Pages 92-101.

Example of Lesson :

Structure Lessons may begin with a warm up activity usually a drama game suitable to the theme or topic being covered. This will be followed by an introduction to the theme or topic and the chosen stimuli. The children will be introduced to the chosen strategy for the lesson and take part in creating the drama using this strategy. To end the lesson the children will reflect on the lesson and discuss their belief in the drama.

Elements in Drama:

The teacher will develop the various elements in drama by concentrating on making these elements real and necessary in various different lessons using drama strategies. It is important for the teacher to model the drama as real.

Elements

- ✓ Belief: Enter into the drama with full belief.
- ✓ Role and Character: Moving from role play into character.

- ✓ Action: Interaction within the drama.
- ✓ Place: How does real space and place represent the where the drama is taking place? Time: When the action takes place.
- ✓ Tension: How does tension drive the action forward?
- ✓ Significance: How the child relates to the drama. Genre (5th & 6th):
- ✓ Style of the drama. Naturalistic, absurd, tragic, comic, fantasy.

Drama Strategies

- Improvisation
- Briefing
- Hidden brief
- Teacher in role
- Visualisation
- Mime to a narration
- Conscience alley
- Still Imaging
- Thought tracking
- Writing in role
- Collective role
- Role on the wall/Role on the floor
- Character profiling
- Collective Drawing
- Defining the Space Diaries,
- Letters,
- Journals
- Hot Seating Maps,
- Diagrams
- Sound tracking
- Unfinished Materials
- Interviews
- Meetings

- Overheard conversations
- Small group drama
- Still Photographs/Video
- Pause Telephone Conversations
- Whole group drama Forum Theatre
- Headlines
- Re-enactments
- Reportage
- Conflicting Advice
- Doubling
- Magic Shop
- Marking the moment
- Moment of Truth
- Mantle of the Expert

Children with Special Educational Needs

Differentiation will be used for children with emotional and behavioural difficulties, children with learning difficulties and children with physical difficulties. Their needs will be considered during planning and assessed after each lesson.

Linkage and Integration

Themes and topics will be chosen from various curricular areas. Linkage and Integration will take place through these themes and topics. Teachers will also look at the nature of the content, how the drama and what is to be learned can be matched, the appropriateness of the drama, sensitivity to the unexpected and spontaneous learning experiences when planning linkage and integration of SESE, English, Maths, Music, SPHE, PE and Visual Arts and the Ethical Curriculum

Assessment and Record Keeping

- ✓ Teacher observation.
- ✓ Teacher designed tasks.
- ✓ Portfolios and projects (Document drama activities through collections of photographs, class blogs).
- ✓ Curriculum profiles in drama.

- ✓ Recording and communicating.
- ✓ Short recordings aired on the school blog.
- ✓ Pupil profile cards

Organisational Planning

Drama can be timetabled in a block of time for example for a Seasonal play or where the school may be involved in a whole school production. Drama is part of the Arts education programme where two hours and thirty minutes are allocated each week in the Infant classes and three hours each week are allocated in first to sixth classes. It is suggested that some of the time allocated to drama be used throughout other curricular areas and that a discrete lesson of about thirty to forty five minutes each week take place from 1st - 6th class. Drama is integrated into the Aistear and SESE curriculum for the infant classes.

Resources

Teachers will use drama publications, books, props, ICT and areas of space as resources.

Health and Safety

Teachers will consider the health and safety of the staff and children at all times. A safe area of space should be used for drama activities. Areas of space, props and objects should be checked for hazards before use.

Individual Teachers' Planning and Reporting

Each teacher will receive a copy of this policy and use it to formulate drama plans. Drama lessons delivered will be recorded in the Cuntas Míósúil. This record of lessons will be used to review and develop teachers planning and the whole school plan.

Parental Involvement

In Ballinteer ETNS, we welcome interested parents in for workshops, and we place a large emphasis on our yearly shows, where we welcome the parents into our school to showcase our children's dramatic ability. Parents can contribute to the children's drama development by continual home support for example the learning of lines, preparation of costumes, listening to their reading and recitation of poetry etc.

Community Links

The children can experience drama in the community by visiting the local theatres "The Mill" and "The Ark" and "DLR Library" to view productions. We also run an after school drama class in order to cater for those children with an added interest in the subject.

Success Criteria

The Cuntas Míosúil will show the elements of the plan that have been used. Assessment of the children's progress will show the areas of success and areas that need to be developed.

Evaluating the policy

Means of assessing the outcomes of the plan may include;

1. Teacher/parent/community feedback
2. Children's feedback regarding activity levels, enjoyment and skill development
3. Inspectors' suggestions/WSE recommendations

The criteria for evaluating the success of this policy will be :

- ✓ The level of enjoyment exhibited by the children
- ✓ The maximum participation by all children
- ✓ The development of skills and understanding
- ✓ A balance between competitive and non-competitive activities
- ✓ A balance between contact and non-contact activities
- ✓ The provision of opportunities for achievement for each child

The level of teacher satisfaction in teaching a broad, balanced curriculum.

Ratification and Communication

- ✓ This Music policy was ratified by the Board of Management on 13th November 2018.
- ✓ This policy is to be emailed to all staff and saved to our communal policies folder.
- ✓ The policy can be viewed by parents on our website.
- ✓ The policy will be reviewed in three years.

Signed

Chairperson

Date:
