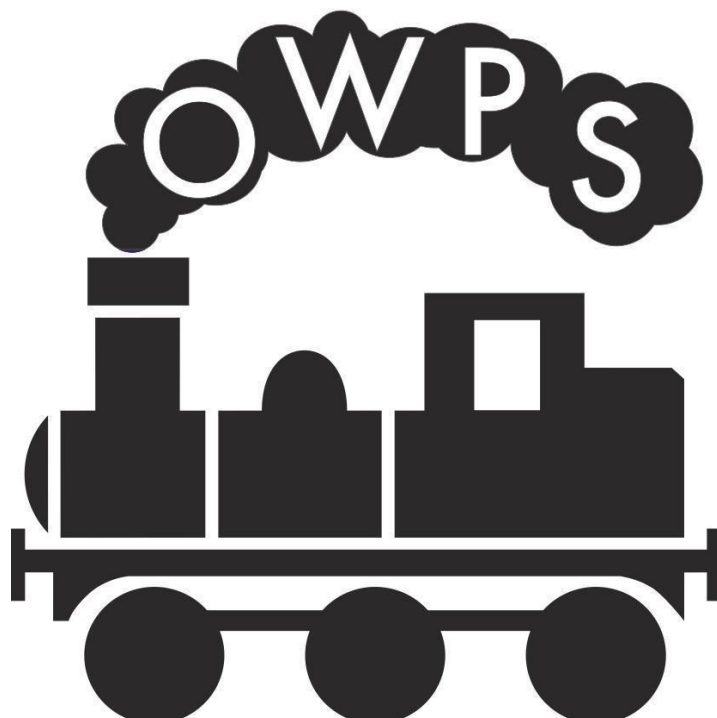


Orton Wistow Primary School



What does drama look like?

At Orton Wistow Primary School, we endeavour to use drama to develop skills such as creativity, enquiry, communication, empathy, self-confidence, cooperation, leadership and negotiation.

This document will outline our approach to Drama and sets out how this is delivered to our pupils.

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Why Teach Drama To Primary School Children?

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 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. Pupils who are challenged by reading and writing (including those with English as a second language) 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.

Drama is ideal for cross-curricular learning and is a valuable tool for use in many subject areas. In particular, drama develops literacy skills- supporting speaking and listening, extending vocabulary and encouraging pupils to understand and express different points of view. Dramatic activity motivates children to write for a range of purposes.

Drama gives children opportunities to explore, discuss and deal with difficult issues and express their emotions in a supportive environment. It enables them to explore their own cultural values and those of others, past and present.

Our aims:

At Orton Wistow Primary School we aim to:

- Develop and enhance the children's skills in drama;
- Provide cross curricular drama activities which closely links to current topics and interests;
- Engage the children in a range of purposeful drama activities;
- Promote enjoyment and enthusiasm for drama and the arts;
- Use drama as a tool for investigating and exploring other issues;

Our objectives:

We hope to achieve this by encouraging each child to:

- Engage in planned and structured drama activity more frequently, where appropriate;
- Work co-operatively and independently during drama lessons;
- Communicate ideas and feelings through language; expression and movement using both real and imaginary contexts;
- Demonstrate sensitivity towards the feelings, opinions and values of others through purposeful interaction;
- Reflect on their performance and performance of others and offer their opinions.

What will Drama look like at OWPS?

What will it look like?	<ul style="list-style-type: none"> • Drama will be used frequently throughout the primary years across the curriculum. • Drama will be used frequently in English lessons to explore texts, characters, settings, issues, ideas, concepts. • Drama will be used in Power of Reading lessons. • Use of Now Press Play kits to immerse children into their topics through high-quality structure role play. • Teachers to plan drama activities linked to topics and to provide opportunities for cross-curricular links between drama and foundation subjects. • Teachers to use Curriculum 2.1 Documents and Knowledge Organisers to plan and support their delivery of drama activities. • Drama skills will be developed through the use of Class Assemblies and Productions. 	
Variations for Year Groups	Key Stage	Drama conventions
	EYFS	<ul style="list-style-type: none"> • Drama through imaginary play • Role-play area • Hot-seating • Now Press Play
	KS1	<ul style="list-style-type: none"> • Improvisation • Role-play • Story Whoosh • Freeze-frame • Hot-seating • Thought tracking • Conscience Alley • Now Press Play
	LKS2	<ul style="list-style-type: none"> • Improvisation • Role-play • Story Whoosh • Freeze-frame • Hot-seating • Thought tracking • Conscience Alley • Soundscape • Narration • Flash backs/ forwards • Now Press Play
UPKS2	<ul style="list-style-type: none"> • Improvisation • Role-play • Story Whoosh • Freeze-frame • Hot-seating • Thought tracking • Conscience Alley • Soundscape • Narration • Flash backs/ forwards • Mantle of the Expert • Forum Theatre • Now Press Play 	

Planning

Teachers will plan and include a range of drama activities for their class linked to all areas of the curriculum. The Curriculum 2.0 documents share the vocabulary, knowledge, skills and understanding to be taught for each key stage in addition to a list of high—quality drama activities selected for year groups.

Teachers will plan in opportunities to use the Now Press Play kits to immerse children into their topics through drama activities. This structured role-play will embed and deepen children's learning across the curriculum. The expectation is for all pupils to use the Now Press Play at least once every half term.

Teachers will also plan in opportunities to develop children's self confidence and well-being through a range of drama games and activities.

Evidence and Assessment

Each year group will create a class document of drama evidence per term. These will contain pictures, tweets and reflections. These documents will be saved in the Drama Folder of Excellence.

Each class will post drama activities on Twitter once per half term.

Teachers will use formative assessment when delivering drama activities. Children will have the opportunity to self-assess and peer-assess their work through reflections at the end of the lesson.

EYFS

In EYFS, children will take part in simple pretend play, using an object to represent something else even though they are not similar. They will begin to develop complex stories using small world equipment (e.g. animal sets, dolls and dolls houses). Children in reception will progress onto developing storylines in their pretend play and use role play to act out traditional tales and stories. Drama is also used to help learn about rules and routines.

Inclusion and supporting SEN pupils

For pupils with special needs, Drama can offer a great deal to the curriculum, from aiding the understanding of discrete subjects such as communication, numeracy, problem solving, PSHE and ICT to extending social skills. Drama can be modified to suit many different pupils and classrooms. It can give pupils opportunities to practice skill to help them engage in society but can also help them develop basic communication and tolerance of others through songs and games.

Provision for children with SEND will be in accordance with the school SEND Policy and SEND Information Report. For example, In drama, pupils may use emotion cards to identify how a character is feeling and show this using facial. Children may be supported by an adult or peer to join in.

Timetabling/ available space

The Drama Studio in the hall will be used more frequently for drama activities. The divider will be drawn to create a space suitable for the drama conventions listed above. Communication between teachers is vital to ensure drama studio can be made available during the afternoon slot alongside PE lessons which run in the hall. Drama activities can also be delivered in classroom (with tables and chairs pushed back) or outside.