

Drama Plan

Introductory statement

This plan was initially formulated during 2008. It was reviewed during 2012 and 2018.

Rationale

Drama is important in our school, as the drama curriculum comprises interrelated activities, which explore feelings, knowledge and ideas, leading to understanding. It explores themes and issues, creates a safe context in which to do so, and provides for opportunities to reflect on the insights gained in the process. It draws on the knowledge, interests and enthusiasm of the child. In drama, the child explores the motivations and the relationships between people that exist in a real, imagined or historical context, to help him / her understand the world. The child is encouraged to make decisions and to take responsibility for those decisions within the safe context of the drama.

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

Vision and Aims

Vision

St. Michael's N.S. aspires to provide a safe, caring environment which enables and encourages children to develop educationally and grow emotionally. As individuals they should experience and learn tolerance, respect, appreciation and awareness of other human beings and the world around them. We are committed to the all-round development of each child in our care. We hope through Drama to help the child develop confidence and enable each child to explore their emotions and engage with their environment in a safe and creative manner. We envisage that during Drama lessons each child will be given the opportunity to develop their drama skills and competencies to their full potential, appropriate to their age and ability in a safe and supportive environment.

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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 questing, 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 curricular 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

Strand and Strand Units

This plan aims to ensure that all strands / strand units will be taught in all classes.

All teachers are familiar with the strands, strand units and content objectives for their class levels. Curriculum objectives are at the core of each Drama lesson, and teachers refer to the curriculum objectives in their own planning.

The content objectives are laid out on the following pages in the Curriculum Handbook.

Infant Classes pgs. 14-17

First and Second classes pgs. 20-23

Third and Fourth classes pgs. 26-31

Fifth and Sixth classes pgs. 34-39

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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

All class teachers are aware that the prerequisites for making drama are

- Content
- The fictional lens
- Creating a safe environment

Each teacher will include the following elements of drama

- Belief
- Role and character
- Action
- Place
- Time
- Tension
- Significance
- Genre

Teachers can choose from the range of content objectives in all strand units appropriate to his / her class. A thematic approach may be adapted in the teaching of drama.

Approaches and Methodologies

The drama content for our school will be chosen from the following

- Material experienced, imagined or read about
- Aspects of life from the past, present or possible future that will arouse the pupil's curiosity
- The needs, concerns and preoccupations of the children
- Issues such as relationships that the teacher may wish to explore through drama
- Curriculum material, those codes drama can crack and the human aspects of which may need to be explored actively

Other sources may form the basis for choosing drama e.g. some aspects of life etc

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We will be guided by the following considerations when selecting content

- Make children curious about knowledge
- Assist with and motivate research skills and actively show the place of personal enquiry in the acquisition of knowledge
- Show the relationship between wanting to know something and the ability to acquire that knowledge
- Make the child aware of the human dimension inherent in all knowledge
- Increase the child's understanding of life topics and themes
- Give the child an insight into aspects of life that are vital to his / her development
- Relate knowledge to experience
- Assist the child, through the involvement of all the senses and through a total body experience, to develop the memory, and particularly the long-term memory of facts and data.

The teacher will ensure that an appropriate and effective fictional lens will be chosen in order to enable the children to

- Understand, through active participation, the essential nature of fiction and the relationship between plot and theme
- Understand the particular relationship that drama has to life and thus form the basis for the enlightened, critical viewpoint in the study of all dramatic texts on the drama floor, in the theatre, in the cinema or on television
- Understand the nature of dramatic literature and the way in which it invites the participant to create dramatic texts that illuminate the time the drama was written and at the same time relate to the universal concerns that can apply to the present time
- Understand the place of myth, fairytale and drama in the moral, cultural, aesthetic and spiritual development of people
- Understand the place of symbol and sign in the examination of reality

A variety of approaches as a stimulus for drama which are age and class appropriate e.g. reflection (poem), response to story.

Teachers will ensure that the elements of drama will be developed to enrich the drama as the children progress through the school.

The following drama strategies may be used at each class level to maximise learning

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- Drama games
- Still image and montage
- Hot seating
- Thought tracking
- Sound tracking
- Voices in the head

It is important that a safe environment is created to engage in drama. To ensure this drama contracts will be drawn up in all classes at the beginning of the year. These contracts are referred to during the school year. The children are encouraged to reflect on the drama from both within the drama and after the drama experience through speaking, listening, doing, questioning, writing and visual arts. All children are provided with an equal opportunity to access the drama curriculum. In our multi-grade classes we ensure drama is an effective and enriching experience for all children by selecting drama projects that are both suitable and challenging to all ages involved, and ensuring suitable tasks are set for each age- group. We will use methods that encourage maximum participation by the child through group, paired and individual participation.

Linkage and Integration

We see opportunities for the integration of drama with the following subjects

- English
- Gaeilge
- S.E.S.E.
- Music
- S.P.H.E.
- Visual Arts
- P.E.
- Religion

Assessment and Record keeping

We will assess

- Willingness to participate in activities
- Readiness to engage with a certain activity
- The level of competence of a child in carrying out an activity
- Interest in and attitude to activity
- Willingness to cooperate in individual, pair and group

activities

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The following assessment tools are used

- Teacher observation:

This is the form of assessment most consistently used by teachers at St Michael's N.S.. It involves the informal monitoring of children's progress as the drama process takes place. In observing the varying degrees of success with which children acquire drama skills and concepts and learn through the drama process, the teacher can adjust his/her methods and approaches and modify the drama contexts in order to maximise its learning benefits for individual children.

- Teacher designed tasks

A further dimension of this type of continuous assessment is the monitoring of children's performance in various tasks arising from their engagement with the drama. These arise continually in the course of drama activity, as, for example, when a pair of children is asked to play two characters in order to explore a particular issue, or a group of children is asked to work together to solve some problem or to arrive at a decision about the course the drama should take. The assessment of children's ability to perform particular tasks such as these will to a great extent involve teacher observation in a way that is focused on a particular aspect of children's engagement with drama.

SALF folders

Children may decide to include samples of work in drama in individual SALF folders. These samples could be made up of writing, art work and other examples of children's response to, reflection on, and extension of their drama experience. For assessment purposes, a representative sample of a child's work that includes some of the best examples would be of greatest use. Decisions about what might be included will be made by individual children. In this way a valuable dimension of self-assessment will be given to the assessment of the child's progress in drama and in learning through drama.

By using these assessment tools, the teacher can monitor the child's progress in drama and their learning through drama.

Equality of Participation and Access

We as a staff ensure there is equality of participation and access to the drama curriculum for all children in our school.

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Differentiation

At St Michael's N.S, all children will have equal access to drama education. The drama programme will ensure equal access for boys and girls in our mixed school. It is crucial for positive reinforcement to be given to all children to build up their confidence and self-esteem in the area of visual arts and differentiation when required will be evident.

Organisational Planning

The allocation of time to drama will have two sources:

- in the time allocation given to Arts education
- in its integration with other subjects and curriculum areas

Timetable

Jn. /Sn. Infants – 50 mins. per week

First / second Class – 1 hour per week

Third / Fourth Class – 1 hour per week

Fifth/ Sixth Class – 1 hour per week

If children are participating in a school drama event, blocked time will be given as appropriate. The school regularly avails of visiting theatre groups who provide both performance and workshop experience.

ICT

Information and communication technology may be integrated with Drama through the use of the Interactive whiteboards, digital cameras, photo-copier, DVDs ,CDs and the internet.

Children may watch still images of themselves and videos of themselves in the drama lesson back on the IWB to assist with the reflection session.

Children may create power points/ photo stories writing the script to accompany the ICT resource.

Resources

The following resources are available in school

- The Complete Drama Series (Lower, Middle, Senior Starways Drama Book)
- Drama 5-7
- Bright Ideas
- 135 Drama Games
- Tales with a Tip
- Alive-O series
- Poetry / Alive O Books
- Classroom Drama – A Practical guide
- 100 + Drama Games

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- Bright Ideas – Social Skills
dress up box will be available to all classes

Health and Safety

The health and safety of all children will be of paramount importance, while engaging in the drama process.

Individual Teacher's Planning and Reporting

Each teacher will devise a yearly plan for drama activities in his / her classroom. The Cuntás Miosúil will be used as a tool to review individual teacher's planning and informs whole school planning.

Staff Development

Teachers have attended relevant CPD and up-skilling opportunities in this subject. Courses relating to Drama are available in the Sligo Education Centre.

Planning Involvement / Community Links

Parents are encouraged to attend school productions. All classes engage with our annual concert. At our school assemblies very often children present short dramas. Any parent with special talent in drama will be encouraged to share their expertise with the children. Children are encouraged to attend drama productions in the local community centre.

Success Criteria

Means of assessing the outcomes of the plan may include;

Teacher/parent/community feedback

Children's feedback regarding activity levels, enjoyment and skill development

Inspectors' suggestions/WSE recommendations

SALF folders

We will know that this plan has been implemented through individual teachers yearly schemes and Cúntas Miosúils.

We will know that this plan is successful if we

- Enable the child to become drama literate
- Enable the child to create a permanent bridge between make-believe play and the art form of theatre

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- Develop the child's ability to enter physically, emotionally and intellectually into the drama world in order to promote questing, empowering and empathetic skills
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Implementation

Roles and Responsibilities

Each class teacher will be responsible for the overall development of the drama curriculum in his / her classroom.

Timeframe

This plan was fully implemented in Sept. 2008.

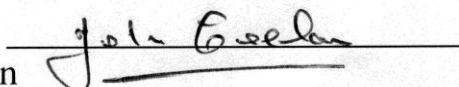
Review

This plan was reviewed in 2012 and 2018.

Ratification and Communication

This plan was communicated to all parents during April 08 and ratified at B.O.M. meeting in May 08.

This initial plan was ratified by B.O.M. May 08 and reviewed plan was presented to BOM 15th of October 2018.

Signed : 
Fr Geelan