



HIGHSHORE SCHOOL

Drama Policy

Aims and objectives

- To enable learners to develop their knowledge and understanding of basic drama concepts and skills.
- To encourage learners to gain confidence in group situations and develop their communication and social skills
- To develop students physical and motor skills through performance.
- To develop learners critical and analytical skills
- To facilitate learners with the opportunity to explore situations and emotions relevant to their life and experiences.
- To develop students understanding of their emotions and those of others.
- To help students express their ideas and emotions and be more able to interpret those of their fellow students and of adults.

Curriculum Content

Key Stage 3 pupils typically work with the following themes:

- Fairytales and legends.
- Greek Myths.
- Black Peoples of the Americas.
- The Victorians.
- Media
- Gothic Horror.
- World War II
- Family Life
- Teenage life
- Group games and drama activities.
- Basic theatre and acting skills.
- Dance and choreography
- Using lights and lighting to enhance and compliment a performance.
- Using sound and music to enhance or compliment a performance.

Key Stage 4 pupils typically work with the following themes:

- Improvisation
- Devising and performing.
- Exploring different methods of creating, devising a character or narrative.
- Creating Characters and narratives.
- Teenage and family life.
- Contemporary Urban life.
- Directing.
- Choreography
- Shakespeare – Macbeth – Othello – Romeo and Juliet.
- Using lights and music to develop drama pieces.

Accreditation

In KS4 students work towards achieving an entry level certificate from the Welsh Board. All students attending and completing the course will be entered.

Teaching and Learning Styles

The subject co-ordinator is responsible for devising and providing medium term plans on a half term or termly basis. Schemes of work take into account the needs of all students and allow for learners to contribute to the subject to the best of their personal ability and potential. Tasks are appropriately differentiated.

Lesson plans incorporate cross curricular themes and elements which compliment or reinforce work done in other areas of the curriculum, in particular PSHE, History, English and Music.

Teaching adapts to the learning styles of specific students and class groups.

The teaching of Drama at Highshore reflects the diverse range of special educational needs in the School. The delivery of drama allows for all forms of participation from the students and encourages and values all contributions made by students, be they verbal or non verbal, and regardless of levels of physical mobility. Conceptual understanding of many of the learners is below that of their chronological age therefore drama teaching and lessons are based on concrete learning experiences. Learning styles that reflect students SEN are incorporated into the learning and teaching experience, these may include autism, ADHD, communication and mobility difficulties.

The planning and teaching of Drama also incorporates a recognition of the diverse cultural, social and ethnic make up of the school.

Lessons incorporate -

Devising and improvising narratives.

Performance, self assessment and group feedback and critical analysis

Performance through verbal, non verbal and physical participation.

The use of props, costumes, music and lighting to help students to participate in any way they are able to other than, but also including, physical performance.

Monitoring and Assessment

Key stage 3 students are monitored and assessed in class by the teacher. Students are encouraged to self assess and assess the work of others after each lesson and performance. Key Stage 4 Students work towards an Entry level Pathways certificate in Creative, Media and Performance Arts from the Welsh board. (WJEC Pathways). Work is recorded by means of film and photographic evidence and is assessed by the teacher and Welsh Board Moderator.

Equal Opportunities

All students participate in drama lessons and school productions regardless of age, gender, SEN, disability, ethnic, cultural or social background.

Teaching methods and tasks set address and facilitate the needs of all students and adapts to their specific needs.

All forms of participation are encourage and valued.

Drama lessons incorporate and prioritise concrete and experiential learning as well as games and tasks that may be accessed by all students regardless of their learning style or SEN.

Drama seeks to incorporate sensory, especially visual and auditory experience into the students learning.

Professional awareness and knowledge of different learning styles and teaching and communication styles is part of Drama provision at Highshore School. This may include Makaton, signing and specialist advice of a Speech Therapist or Educational Psychologist.

Health and Safety

Risk assessments are in place for all visits, Drama activities and visiting practitioners.
Risk assessments are in place for teaching areas, equipment and resources used in the provision of Drama at Highshore School

Cross-curricular Links

Links have been made with other curricula areas to support and enhance the delivery of Drama. The teaching of Drama at Highshore School has many links with other curriculum areas. For example, Music, SMSC (Social, Moral, Spiritual and Cultural), PHSE, Art, Social Communication and Speech and Language Development

Subject: Drama

Subject Leader: Angus Macdonald
Date: May 2015

Date ratified by Governors: *June 9th 2015*
Julia A. Field