



DRAMA AND EXPRESSIVE ARTS POLICY

At Tor View School, together we inspire, learn, enjoy and achieve.

“Like theatre, drama in schools can unlock the use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated. It carries the potential to challenge, to question and to bring about change.”

Jude Kelly (theatre director and founder of Metal).

Taken from “Drama in schools”, 2nd edition, Arts Council England.

Aims

- To develop pupils and students creativity, self-esteem and dramatic skills
- To enhance competence and confidence in verbal, non-verbal and physical expression
- To encourage the development of imagination and the ability to suspend belief
- To foster enjoyment of the many forms of expressive arts
- To develop initiative and the ability to work independently and co-operatively with others
- To encourage respect, tolerance and understanding of every individual in the school

Objectives

- To provide opportunities to ensure pupils develop dramatic and play skills, including: timing, memory, working with cues, working with props, improvisation, performance of scripted and unscripted drama and review.
- To support the development and generalisation of key skills, particularly communication
- To provide opportunities to ensure pupils work both individually and as part of a group.
- To provide opportunities to ensure pupils participate in and review a wide range of drama and performing arts events, including those that reflect the diversity of other cultures.

- To allow pupils to perform and feel valued through giving and receiving praise

Class Organisation and Teaching / Learning Style

Throughout the school Drama is used as a vehicle to enhance understanding. Role-play is an essential teaching technique which is adopted across the curriculum.

Visiting theatre groups work throughout the school to perform with and for the pupils. Groups are selected to reflect cultural diversity.

Primary Department

Within Key Stages 1 and 2 Drama is fully integrated into the teaching of both core and foundation subjects. Drama is used as a teaching aid to further consolidate skills concepts and knowledge. It is the process that will be most important and work may or may not result in a 'product' or performance to be shared. Throughout the year pupils engage in performances to support assemblies, school events and aspects of the religious and cultural calendar. On these occasions discreet time will be set aside and may impact on the normal timetable of the pupils involved.

Secondary Department

At key stage 4 weekly drama lessons are timetabled for all pupils. At key stage 3, the weekly lesson is rotated on a termly basis between drama and dance. Pupils follow a mapped Scheme of Work, incorporating the teaching of specific drama skills and techniques. The Drama Scheme of Work uses themes from the English Scheme of Work, including the development of ideas from set texts.

Drama is taught as a mixed ability subject in a larger group than most foundation subjects. The Hall is timetabled to allow pupils space to move around. Drama is taught as a three part lesson. Please refer to Common Elements Policy for more detail on lesson organisation.

Pupils are given opportunities to demonstrate, observe and rehearse activities and skills drawing from examples from staff and pupils. Opportunities are provided to develop reviewing skills. Pupils and staff should be dressed appropriately for light physical activity and health and safety issues including levels of physical contact are carefully considered and risk assessments are made.

FE Department

In the FE Department Drama is taught as an element of the Expressive Arts Curriculum. Students on this course take part in weekly sessions and follow a 3 year Scheme of Work. Accreditation is a priority in Drama and students work towards 1 unit at entry level each year. Please refer to Common Elements Policy for more detail on lesson organisation.

Drama in the FE Department also includes theatre visits and identifies the theatre as a place of work. Where possible students are given the opportunity to work in a theatrical space alongside outside agencies.

Departmental productions

All pupils within the school have the opportunity to take part in key productions that form part of the religious and cultural calendar. In addition to these the School presents annual departmental productions, generally in December. In order to maintain the high standards of these productions some modification is made to the pupil timetable to accommodate rehearsal time. Efforts are made to minimise the disruption to priority teaching time and wherever possible the productions are integrated into foundation subject planning for example Art and Design Technology. Additional rehearsals take place at lunchtime and after school.

Participation for pupils in KS 1 and 2 involves acting/ performing. Pupils in Key Stage 3 and 4 and FE Expressive Arts students act, perform or take part in technical production. FE students who have selected alternative options are also given an opportunity to participate in the production. All staff have an important role in facilitating the pupils performance.

Working with mainstream schools

For those pupils for who it is seemed appropriate they attend Haslingden High School to achieve GCSE in Drama. These pupils are supported by Tor View staff to ensure the pupil fulfils their potential.

Also Tor View's Coordinator is part of a Drama network group for secondary schools in District 14.

Assessment

Work in Drama is largely practical and does not generally involve the production of written work other than note making. Staff (and pupils where appropriate) record ideas from previous sessions and brainstorming activities. Achievement is recorded through the SoW recording sheets and improvements in key skills and personal and social developments are reported directly to key skills teachers and form tutors.

At Tor view we recognise that Drama progression is both creative and analytical and that experiential learning can lead to the transformation of understanding and attitudes.

The Tor View STEPs document has been written to reflect this progression. It ranges from STEP 1 - 23 and the STEP descriptions include aspects from the Speaking and Listening, PSHCE, Art and Design and Music STEPS descriptors. These performance indicators are used to track pupil progression in Drama.

Resources

The class teacher is responsible for the Drama resources in his/her classroom.
Subject

co-ordinators resource foundation subjects with appropriate artefacts and props for role-play activities. A wide variety of general Drama costumes and props are stored in the Drama Cupboard located on the Secondary Corridor. Drama costumes and props should be signed out and returned to their original location.

	Name/Initials:	Date:
Written By:	AJS	Mar 2000
Reviewed:	LAP	Mar 2008
	LM	Feb 2015
	LM	Sept 2016
	RB	Feb 2018
	RB	June 19