



## Tower Hill Primary School Drama Rationale

### **Intent:**

At Tower Hill Primary School our core vision is that ALL children will be equipped with the skills, knowledge, understanding and empathy that will lead to them being able to make their own choices in life, successfully. The intent of our Drama Curriculum is to design and deliver a curriculum where children are able to express themselves creatively. We believe that all children should be given the opportunity to use Drama in all areas of the curriculum in order to develop their ability to listen to others, share ideas, think creatively and work confidently and cooperatively with their peers. By encouraging our children to take part in performances such as class assemblies and school shows, we are able to give them the opportunity to perform in a variety of settings of which they may not otherwise have access to. We strive for all to be actively engaged in their own learning, to be motivated and eager, to achieve and attain to their own full potential in Drama. By allowing the children to have the opportunity to role play, we can expand their learning and experiences and create a curriculum accessible to all.

### **Implementation:**

Tower Hill's Drama Curriculum can be seen through a variety of subjects from year to year from the EYFS to KSI through to KSII. Through the implementation of our Drama and English Curriculum, children should be able to incorporate their performance skills and use these to enhance their written work.

### **Early Years Foundation Stage:**

The Early Learning Goal for Being Imaginative states that: *Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.*

In EYFS, the children are encouraged to be imaginative through a range of activities. We provide opportunities for role play throughout the year in a variety of situations which will include a home corner, a vets, a space station, a shop as well as many others. The children are able to explore a wide range of language used and interact with others taking on different roles. Using familiar stories, eg: 'The Gingerbread Man,' is another way that the children are able to build narrative into their play and explore the thoughts and feelings of different characters.

All children in Year R participate in a Nativity performance at Christmas where they use their drama skills to learn lines, rehearse and perform a pre-written script for an audience including their peers and their parents.

The National Curriculum states that: *All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.*

### **Key Stage I:**

The National Curriculum states that in KSI: *Pupils should use role-play and other drama techniques to help pupils identify with and explore characters. In these ways, they extend their*

understanding of what they read and have opportunities to try out the language they have listened to.

Through the story '**Peace at Last**', Year one are given the opportunity to role play as Mr Bear and ask him questions in order to help him have a better nights sleep. Building from this, the children are given another opportunity to hot seat, through the classic tales '**The Three Little Pigs**' and '**Little Red Riding Hood**'. Throughout their time in Year One, the children are also able to explore character emotions through drama, using the texts '**Jack and the Beanstalk**' and '**A Day in the Life of Bob**'.

In Year Two, the children put themselves into the shoes of Sunny the Meerkat in the story '**Meerkat Mail**'. The children use video recorders and green screens to record their own travel descriptions. They also explore characters through the story '**Traction Man**' in their topic '**We Could Be Heroes**'. The children begin to use expression and emotion to read and recite remembrance poetry.

We strongly believe that the children learn best when they are actively involved and with this in mind, all year groups are given the opportunity to participate in class assemblies and Christmas performances. Each year, every child in Year One and Year Two take part in the Christmas show, where the children became a variety of characters and perform the Christmas story, told from different perspectives. These shows allow the children to rehearse, practise and perform to a large audience.

## **Key Stage II:**

The National Curriculum states that in KSII: *Pupils should be reading, re-reading, and rehearsing poems and plays for presentation and performances that give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.*

In Year Three, the children are introduced to playscripts and write their own playscript style conversations, based on the story '**James and the Giant Peach**' between James and the other Insects. The children perform these and are encouraged to use the stage directions to promote using expression.

When the children move into Year Four, the children use the drama technique hot seating to understand and extend the meaning of the vocabulary in their Spring text, '**The Nowhere Emporium**'. The children then revise writing and performing playscripts through the texts '**The Highway Man**' and '**Matilda, who told dreadful lies**'.

In Year Five, the children explore William Shakespeare's '**Romeo and Juliet**' through recreating scenes. The children can then explore the vocabulary and then embody the citizens of Verona and have their own town meeting.

At the top end of the school, the children of Year Six have already had many opportunities to write and perform their own playscripts. The children perform their own war poetry, linked to **Remembrance**. On top of this, the children narrate their own charity adverts to help them understand how Auggie may be feeling and how other characters can help him from the story '**Wonder**'.

We strongly believe that the children learn best when they are actively involved and with this in mind, all year groups are given the opportunity to participate in class assemblies, Christmas performances and the Year 5/6 end of year show.

**Impact:**

In Drama, we assess the impact of the curriculum on our learners in a number of ways. Firstly, we strive to ensure that our children's attainment in this subject is in line with or exceeding Age Related Expectations. Our children should be ready for the next phase of their learning, ready to build on their Drama Skills and Knowledge. We also assess the impact of our teaching through the children's ability to approach new learning and apply skills and knowledge to new situations. We encourage and promote independence and resilience in order that children can take control of their learning. We continually assess and monitor the children's participation in drama situations whether this is in class or as part of a performance on stage.