



Scoil San Eoin

Whole School Drama Plan



Introductory Statement and Rationale

Introductory Statement

This plan was developed by the teaching staff in Scoil San Eoin during the academic year 2017. This plan will form the basis of each teacher's long and short term planning in Art's Education Drama and so will influence teaching and learning in individual classrooms. It will also inform new teachers of our approaches and methodologies in this subject area.

Rationale

In Scoil San Eoin, we recognise that Drama enables the pupils to express themselves creatively and imaginatively, to make connections between the imaginative life and the real world, to organise and express ideas, feelings and experiences in dramatic form. We aim to promote strong communication and social skills and help the pupils to deal with daily experiences in a positive way, coming to terms with the world they inhabit in a structured and enjoyable way.

Vision and Aims

Vision

We are committed in Scoil San Eoin to the all-round, holistic development of each of the pupils. We hope, through Drama, to help the pupil develop confidence, enable each pupil to explore their emotions and engage with their environment in a safe and creative manner

Aims

We endorse the aims of the Primary School Curriculum for Drama, which include:

- 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 curriculum 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 tests, written or performed, to which s/he is continually exposed.

This Drama plan will be assessed under the following headings:

A. Curriculum Planning

Strands and Strand Units

Approaches and Methodologies

Pupils with different needs

Linkage and Integration

Assessment

Equality of participation and access

B. Organisational Planning

Timetable

Resources

Health and Safety

Individual Teachers Planning and Reporting

Staff Development

Parental Involvement

Community links

Success Criteria

A. Curriculum Planning

Strands and Strand Units:

There is one strand in the Drama curriculum

- ***To explore feelings, knowledge and ideas leading to understanding***

This is divided into three strand units:

- **Exploring and Making Drama**
- **Reflecting on Drama**
- **Co-operating and communicating in making drama**

The elements of Drama are:

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

A. Curriculum Planning

The prerequisites for Drama are:

- Content
- The Fictional Lens
- A Safe Environment

All teachers are aware of these and endeavour to ensure that they are present in their lessons

***See Appendix A for detailed Table of Strand and Strand Units**

Approaches and Methodologies

Belief is central to all drama and should be characterised by a willingness to believe in the drama itself, sincerity in playing roles and characters, a willingness to accept the fictional consequences of drama and a willingness to explore.

The teacher will agree the ground rules with the class, so as to ensure the conditions above, i.e. a willingness to enter into the drama, to work with others in sincerity and with respect, and to explore together situations which may arise.

Children will be taught to understand that when the drama lesson is ended so too is the world of make-believe that is created. This allows children to explore a wide range of topics, some of which in other circumstances may be too sensitive to introduce.

The main focus of our drama curriculum is process drama, where pupils will explore topics as wide as life itself.

Exploring these topics will involve pupils in such activities as:

- The spontaneous making of drama scenes (improvisation)
- Entering into other live and situations
- Engaging with life issues, knowledge and themes through Drama
- Honing and shaping drama scenes for the purpose of communicating them to others

Approaches and Methodologies

- Living through a story, making it up as they go along. Solving problems in the real and fictional worlds, co-operating with others and pooling ideas
- Thinking about and discussing the patterns in life so that the outcome of encounters and plots will reflect their perception of how life is or might be.

All of this will take place at an age appropriate level for each child.

Because drama is a holistic activity, it is difficult to separate the form from the content, the affective from the cognitive, and the social development from the personal.

Nevertheless we believe that educational outcomes will derive from two main sources:

- The knowledge and insights gained from bringing the child's experience to bear on the examination of a particular aspect of life through drama
- The personal skills, social skills and drama skills that children gain when they enter effectively and create the world of drama.

These skills are as natural to the child as playing, the teacher has only to act as facilitator pointing out possibilities of certain directions and avenues but leaving much of the responsibility for the exploration and its enjoyment, to the child.

**** See Appendix B**

Children with Different Needs

In Scoil San Eoin, we feel that the Drama curriculum will provide opportunities for pupils with special educational needs to participate as fully as possible in the class and show capabilities and independent achievements. Drama is particularly relevant to pupils with special needs because of its nature and the unique learning experience it has to offer. Teachers will ensure that pupils are encouraged to engage fully with topics being covered and will look for opportunities where other pupils can learn from pupils with special needs.

1.Linkage and Integration

In Scoil San Eoin, due to the nature and structure of the classes within the school, drama is regularly linked to other subject areas in the curriculum. It is usually used when presenting content from another curricular area where the objectives are primarily drawn from that curricular area i.e. Drama is used as a methodology.

However, we are aware of the need to preserve Drama as a curricular subject as distinct to as a curricular methodology, therefore where staffing, resources, time and space allow, we endeavour to achieve this, where possible.

2. Assessment and Record Keeping

Assessment will help the teacher to monitor children's learning and development. It provides the teacher with the means of identifying the needs of individual children and enables him/her to create the drama contexts and to modify curriculum content in order to facilitate effective learning. Most assessment is done in drama through teacher observation. It will also be done through teacher-designed tasks and tests. Recording of children's work may occasionally be undertaken.

Assessment techniques in Drama must seek to assess progress in:

- a) Pupil's ability to develop and use drama skills
- b) Pupil's development of attitudes, self-esteem and self-realisation.
- c) Pupil's comprehension, empathetic and analytical skills.

3.Equality of Participation and Access

- All children have equal access to drama within Scoil San Eoin.
- When parts are being chosen for school plays preference will always be given to pupils in the senior classes and those who have not had a main part before.
- Provision for pupils with physical difficulties will be made so that they can access the drama curriculum
- If we have pupils whose first language is not English, they will receive extra support in accessing the Drama curriculum.

B. Organisational Planning

4. Timetable

As per the Primary School Curriculum a time allocation of 2 and ½ hours per week in infant classes, and 3 hours per week in 1st-6th class, will be allocated to Arts education. 1 hour of this will be allocated to Drama. Teachers are given flexibility to use this time as they see fit each month, according to their planning. This may be completed by the following means –

- Integration into the curriculum e.g. SPHE, Gaeilge, English, Music
- Blocked as appropriate when working on an integrated project
- Blocked as appropriate when preparing for performances e.g. Christmas Concert
- Utilised to facilitate an external drama facilitator.

5. Resources

There are numerous books and resources for drama in the Resource Room.

****See Appendix C.**

As we do not have a school hall we are limited to the space we have to facilitate various types of drama. For the Christmas concert we are kindly given the use of the Church of Ireland hall in the village.

6. Health and Safety

The health and safety of the pupils in our care is always paramount in Scoil San Eoin. The nature of the drama curriculum is such that there is a lot of movement, and care will be taken to ensure that the area being used is as free from furniture and other obstructions as possible. Pupils are never unattended during drama. No pupil may attempt any activity in drama, which might pose a threat to the health and safety of themselves or others.

B.Organisational Planning

7.Individual Teachers Planning and Reporting

Teachers will consult this Whole School Plan and the curriculum documents when drawing up their long and short term. As it lends itself on a more practical level for the multi-class situation of our school, a thematic approach is adopted when planning for drama. Linkage/Integration across the drama curriculum itself and other subjects provides opportunities for this.

8.Staff Development

Teachers will work closely together and share experiences, talents and strengths with each other, which enriches practise throughout the school.

All teachers will be notified of CPD in this area from the PDST

9.Parental Involvement

Parents provide a very appreciative audience for our drama productions and our school welcomes parental involvement by sharing their talents in this area of the curriculum where appropriate.

10.Community Links

Scoil San Eoin maintains links with the local community through

- The Christmas concert in the local Church of Ireland Hall. This has become an annual gathering of extended family and community members each year.
- Participation in the Arklow Music Festival
- Attending local secondary schools to view their transition year performances.

Success Criteria

The plan will have been a success if:

- Teachers planning becomes more co-ordinated and streamlined across the school.
- Linkage and Integration of drama takes place more easily and naturally
- We can observe the pupils all round enjoyment of the drama process in general.
- All pupils have the opportunity to explore their world in a safe, creative manner during each year.

Roles and Responsibility

This plan will be supported, developed and implemented by all staff members.

Review

This plan will be reviewed formally on a bi-annual basis, but through its use by class teachers in helping forming their short and long term plans, it will be monitored informally to ensure optimum implementation and success.

Ratification

This plan was ratified by the Board of Management on _____

Henry Fleming
(Chairperson)

Linda Greene
(Principal)