

Drama Policy

Rationale

Drama enables pupils to express themselves creatively and imaginatively, to communicate with others effectively. At Kenmore Park Infant and Nursery School, all children are given the opportunity to use drama in many areas of the curriculum.

(UNCRC Article 13: Every child has the right to be free to express themselves)

Aims

- To enable the children to use a range of drama techniques to explore texts and ideas
- To encourage pupils to express ideas and communicate them through drama
- To enhance speaking and listening skills
- To encourage confidence
- To give everyone a chance to participate

A broad balance of Drama will be provided within the curriculum to enable all pupils, whatever their individual needs, to become **expressive, confident, self-motivating and participating.**

Approaches to teaching drama

The school places a strong emphasis on cross-curricular opportunities for teaching drama. Teaching strategies to promote learning include:

Games

Icebreakers, name games, clapping games, trust games, confidence builders, team builders, concentration games, speaking and listening games, memory games, verbal games.

Movement Skills and Spatial Awareness

Mirrors, puppets, statues, freeze-frames, still images, slow motion action, mime.

Vocal Skills

Storytelling, telephone conversations, dialogues, presentation skills

Improvisation

Teacher in role, telephone conversations, small group or paired improvisation, whole group role play, hot-seating, role reversal, thought tracking, conscience alley (turn taking, offering opinions and inviting responses)

Warm-ups, Games and Exercises

Passing a clap round a circle – children stand in a circle and clap in turn, practise until it becomes one fluid motion. Go round one way and then change the direction at different points round the circle.

Without talking or touching anyone, whole group to form the letter “T” – try other letters (to encourage co-operation) watch out for those who will want to organise everyone, try to discourage this, it should be whole group effort!

Sit children in a circle on the floor. Choose one child in the circle to begin telling a story or you may want to start it off. When the story teller runs out of things to say s/he says “sticky toffee” which means the next person in the circle has to carry on the story and so on till you get all the way round.



Imagine that you are helping to put out a fire using buckets of water – speed, co-operation and care, are needed so that you don't spill the water (mimed activity).

Role-play: Children sit in a circle and take it in turns to into the middle and take on the role of a nursery rhyme or fairy tale character giving a sort of monologue and the rest of the group have to guess who the character is. The teacher may want to go first to give an example (e.g. was pushed I tell you, I was up on that wall minding my own business. Now look at me! No one can put me together again.”)

Who changed the action? – Sit in a circle, send one child out of the room, choose another child to start an action e.g. clapping, call in the child outside, child doing action should keep changing the action e.g. to clicking fingers, tapping thighs, tapping head etc. and the child who has come in has to guess who is the leader, who is changing the action.

Wink murder – As above but instead of actions, the child sent out has to guess who is winking at the others in the circle and killing them off
(They can die quite dramatically!)

I went to the supermarket and bought ... a memory game – sit in a circle, the first child says “I went to the supermarket and bought” and says an item, the second child says the same and then adds on an item of their own, the next child says the first two items and then adds his own and so on round the circle. The last person in the circle will have to remember what everyone has said, this should be the teacher!

Signed: Miss A Bennett

Date: September 2016

Approved by the Governing Body: 12th October 2016

Next review: Sept 2019