



**MUNTHAM HOUSE SCHOOL**

# DRAMA POLICY

## **Drama Policy**

### **Overview**

The drama curriculum at Muntham House School has been designed to be practical, engaging and creative. It provides opportunities to understand and create drama as a practical art form, in which ideas and meaning are communicated to an audience through informed artistic choices. Pupils are encouraged to develop their individuality and to think and express themselves with flair and confidence. As a department, we aim to help pupils to discover and experience the world around them and begin to appreciate situations from more than one perspective encouraging empathy and tolerance. At the heart of drama is the development to engage in communication, to use their creative imagination, clarity of expression, autonomy, leadership, confidence and co-operation. There is more to drama than being able to perform on stage.

### **Intent, Implementation and Impact**

#### **Intent**

- Develop creativity through understanding the benefits of participation in the arts, performance and creativity during their school journey.
- Develop co-operation & collaboration.
- Develop confidence in communication through developing vocal and physical skills.
- Explore social issues through drama, to develop tolerance and understanding.
- Be exposed to different peoples' perspectives and emotions on issues and events.
- Be exposed to and use subject specific vocabulary effectively.
- Study the history and influence of different practitioners in drama.
- Develop and understanding of how to apply and analyze different stylistic qualities such as Naturalism, Physical theatre and Epic theatre.
- Develop an ability to evaluate their own and others' work.

#### **Implementation**

Drama is taught primarily through practical lessons each beginning with a review of prior learning, leading into the introduction and modelling of key concepts, skills and terminology, followed by independent practice time when pupils apply and explore what they have learnt. Practical lessons will usually end with pupils sharing performance work from their independent practice and constructive feedback from peers and teachers.

Peer and teacher feedback is referred to and applied in lessons to encourage pupils to focus on progress and develop their skills. This also builds the critical thinking skills needed across the curriculum. Additionally, subject specific terminology is reinforced during these discussions along with embedding respect and acceptance of different opinions.

There will be minimal written work during years 7 and 8 to enable pupils to focus on developing confidence, trust and enjoyment in their creativity. Written elements will increase in year 9 in preparation for Key Stage 4. Writing tasks in drama include reflective journals, evaluations and research tasks.

### Impact

Focused and engaging learning opportunities will lead to pupils with an interest in performance and theatre choosing to take drama as an option for GCSEs. All pupils will gain a range of wider transferable skills which will support their personal development and learning in other subjects.

The skills, knowledge and terminology gained in KS3 will form the foundation for learning and development in KS4.

### Curriculum Planning

This is organised in three stages: long-term, medium-term and short-term.

**Long-Term Planning** - Long-term planning is based on what the pupils need to achieve a GCSE grade in drama and how they are going to get there, from Key Stage 1 to Key Stage 4. Including what personal skills the pupils need to develop. This planning is undertaken by the drama teacher and is monitored regularly and changed based on the needs of the pupils. Progress is assessed every half term and is overlooked by the Head of Education.

**Medium-Term Planning** - Medium-term planning takes the long-term planning and breaks it up into half-termly sections. This planning is based on the assessment objectives for the AQA GCSE drama course. This is then broken down into academic objectives and social objectives based on the Topic. Medium-term planning is developed by the drama teacher who responds to the needs of the pupils.

**Short-Term Planning** - Short-term planning takes place over the course of each topic and details what is being taught each week. Each lesson has detailed planning and a learning objective for the pupils to follow; these objectives are specific to the needs of the pupils. Individual goals are also set around the learning objectives for those who require further assistance or those who excel in the subject.

### Monitoring and Assessment

The monitoring and assessment of the pupils will be measured in several different ways.

- Every half term, the pupils will perform to each other what they have learned, with spoken feedback given. Some performances may be in front of peers from outside of drama or other members of staff.
- Every half-term end-of-topic performances are recorded for records.
- After every lesson, a written record of how the lesson went and specifically how the learners engaged with the lesson is kept.
- These assessments inform how individual targets are assigned and if any pupils need extra support in the lesson.

### Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Head of Drama, the Head of Education and the nominated governor. Necessary recommendations for improvement will be made to the Governors.