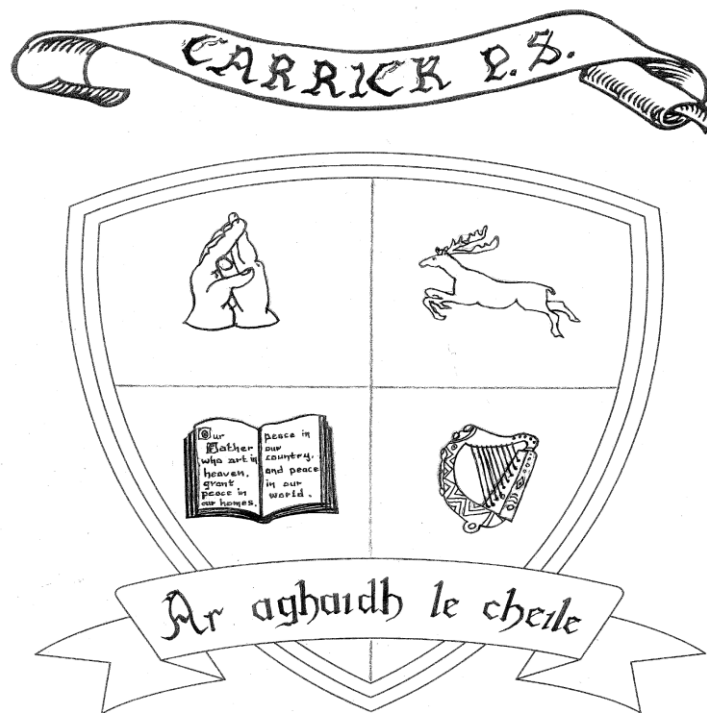


Carrick Primary School



Drama and Poetry Policy

February 2024

Carrick Primary School
Drama and Poetry Policy

Vision Statement

Forward Together: Ar aghaidh le chéile.

Mission Statement

In Carrick Primary School we aim to provide a safe, caring and stimulating environment, in which to realise and celebrate the academic and non-academic potential of all our pupils. We expect our pupils to work hard and encourage parents to assist us in laying the important foundations for future learning.

Aims

In our school we aim to:

- Develop and strengthen each pupil's understanding and love of Catholic values by promoting the Catholic ethos throughout the school;
- Create a safe, enjoyable learning environment in which effective learning is facilitated and quality teaching is provided;
- Implement all aspects of the Northern Ireland Curriculum;
- Help our pupils to develop a positive attitude towards life and a love of learning;
- Value, respect and nurture every child in our care;
- Encourage pupils to respect themselves and others and to support and care for one another;
- Equip our children with the necessary life skills to enable them to participate in a fast changing society;
- Endorse the United Nations' Convention on the Rights of the Child and work towards the implementation of policies and practices which reflect the Convention;
- Involve the parents, Board of Governors and wider community in the life of the school and in the holistic development of the children in our care

Drama

“Drama enables pupils to express their thoughts, ideas and feelings in a safe environment.” (www.nicurriculum.org.uk)

The Arts

Creativity is developed through every area of the curriculum. Art and design, music and drama provide rich opportunities for developing creativity, allowing children to express their ideas, feelings and interpretations of the world in diverse ways, through pictures, sounds, drama and dance. The purpose of The Arts within the primary curriculum is therefore, to provide opportunities for children to develop:

- 1 Curiosity, imagination and creativity;
- 2 Self confidence and self-esteem;
- 3 Artistic, musical and kinaesthetic abilities, including gross and fine motor skills;
- 4 Verbal and non-verbal modes of expression;
- 5 An appreciation of the beauty and wonder of the world around them;
- 6 An ability to make informed choices and decisions;
- 7 An awareness of other cultures.

Rationale

Drama enables pupils to express themselves creatively and imaginatively, to communicate with others effectively and to help make sense of themselves and the world in which they live. In Carrick Primary School we want to give children the opportunity to use drama in many areas of the curriculum and to develop each pupil’s desire to listen to others, to share ideas, to realise visions, to think creatively and to work confidently together.

Aims

To enhance and develop children’s self-esteem and appreciation of self-worth.

To enable children to use a range of dramatic techniques, including working in role to explore ideas and texts.

To encourage children to develop the capacity and confidence to express ideas and to communicate them through drama.

To allow children to experiment with everyday issues in a safe and secure environment.

To develop children’s ability to evaluate their own and others’ ideas and understanding through drama.

To use drama as a powerful learning ‘tool’ across the curriculum.

Statutory Requirements

Foundation Stage

Pupils should be enabled to:

- express thoughts ideas and feelings;
- develop their creativity through imaginative play;
- engage in dramatic play to extend their learning;
- take part in a range of drama games and strategies.

Progression

As pupils progress through the Foundation Stage they should be enabled to:

- co-operate during role play, negotiate roles, agree rules and act out scenarios;
- express thoughts, ideas, feelings and imagination with confidence in a range of dramatic contexts using verbal and non-verbal language;
- adopt and sustain a role.

KS1

Pupils should be enabled to:

- develop their understanding of the world by engaging in a range of creative and imaginative role play situations by creating invented situations on their own and with others, and responding in role to the dramatic play of others and to the teacher/classroom assistant in role;
- explore a range of cultural and human issues in a safe environment by participating in dramatic activity and sharing ideas with others;
- develop a range of drama strategies including freeze frame, tableau and hot seating;
- develop dramatic skills appropriate to audience, context, purpose and task by using simple props to suggest character, and by using symbols and images to develop action and interpret meaning.

KS2

Pupils should be enabled to:

- develop their understanding of the world by engaging in a range of creative and imaginative role play situations;
- explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others' feelings about issues, and by negotiating situations both in and out of role;
- develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience;
- develop dramatic skills appropriate to audience, context, purpose and task by exploring voice, movement, gesture and facial expression through basic exploration of a specific role,
and by structuring dramatic activity to make meaning clear for a chosen audience.

Special Educational Needs

It is our policy to ensure that every child is given the opportunity to receive her/his curriculum entitlement.

We are able to do this by:

- providing experiences which are appropriate to the individual child; and
- ensuring that the child has the resources necessary to carry out the work.

In operating our Drama Policy, our teachers will have regard to the Department of Education's recommendations in relation to children with Special Educational Needs, the Special Educational Needs and Disability Order and to the school's Special Educational

Needs Policy.

Children who wish to experience Drama at a higher level are encouraged to join external extra-curricular activities, such as Drama clubs and youth theatres, to help provide a focus for their additional abilities. They should also be provided for in terms of differentiated written work tasks, such as playwriting.

The Role of the Co-ordinator

The co-ordinator for Drama has a fundamental role and is responsible for:

Overall Curriculum Management

1. Identifying and determining the overall aims and objectives in drama.
2. Determining a curriculum within the subject area which is relevant to the abilities and needs of pupils and in accordance with the Northern Ireland Curriculum.
3. Organising curricular activities across the school.
4. Allocation and supervision of resources necessary for implementing the curriculum.

Leadership and Human Relations

1. Encouraging staff development and support within drama.
2. Motivating pupils and staff by personal influence and concern for individuals.
3. Helping to solve problems and resolve conflict by using skills of arbitration, negotiation and reconciliation.
4. Helping to establish effective channels of communication within the school.

External Accountability

1. Liaising with groups representing an interest in drama.
2. Researching new resources.
3. Accessing additional resources.
4. Dissemination of course materials.
5. Delivering and/or facilitating INSET for Teachers and/or Classroom Assistants.
6. Policy reviews and development.
7. Meetings – input into staff meetings and/or subject specific meetings.
8. Review of documentation.

The Role of the Teacher

The relationship between the teacher and the children is perhaps the most important factor in the success of the dramatic activity lesson. In our school we agree that the most valuable form of dramatic activity is that which allows scope for the child's realistic and imaginative play and the child's need for self-expression. In Carrick Primary School, teachers:

- Will plan for and provide opportunities for drama on a half-termly basis;
- Will have access to the assembly hall for extended dramatic activities.

In addition, drama work will continue in the classroom, across other areas of the curriculum.

Drama in the Foundation Stage

In the early years there are many opportunities for children to explore ideas and take part in dramatic activities. They will have opportunities to participate in more formal drama lessons as they progress through the school. The role play area and other areas inside and outside the classroom, allow children to participate in imaginative play.

Within a framework created by the teacher and children in co-operation, play will be structured initially upon individual experience. Children can be given the opportunity to play alone or interact with others. The teacher may sometimes model or become part of the imaginative play by taking a role in the drama. This interaction may be to aid development of language, build the confidence of children or through the adopted role, present new and demanding problems for the children to solve. This helps children to become involved in questioning, find information, solve simple problems, develop communication skills and learn about roles in the wider community. It is important for young children to be offered the potential for learning through stimulating, imaginative play situations on a regular basis.

Teachers may also use nursery rhymes, stories, songs and poems to provide dramatic opportunities and develop and build on the child's own experience. It is important for a child to relate their own experience with that of the material presented to them. Dramatic activities may also be used to help second language learners or children experiencing difficulty with speech development. A relaxed, well-structured, imaginative play area will have much to offer in providing non-threatening opportunities for speaking and listening to others. Children who have more finely developed speech, can benefit from the extended vocabulary offered by the situations provided.

Drama Development in Key Stage One and Key Stage Two

As the children progress through the school, structured play will be replaced by integrated drama sessions across the curriculum. These may deal with fantasy events, but it is important to move children on towards recognition and acceptance of reality and real concerns in their drama. Drama offers children practical and immediate experiences which will engage their emotions as well as their intellect.

Educational drama should be offering children opportunities for investigation and discovery. Our drama activities are linked to the school's curriculum and are seen as an intrinsic and developmental part of it. Teachers are encouraged to use drama to support teaching and learning across the integrated curriculum.

Cross Curricular Links

Drama has strong links to other subjects including history, music, P.E., geography and R.E. Diverse methods can be used within these subjects to explore a variety of roles, topics, feelings, situations and facts.

Teaching and Learning Strategies

In Carrick Primary School we use a variety of teaching strategies. Consideration is given to different learning styles – visual, auditory and kinaesthetic. These include:

Foundation Stage

- Teacher/Classroom Assistant Narration
- Teacher/Classroom Assistant in Role
- Significant Object
- Soundscaping Object
- Role Play
- Puppet Show

Key Stage One

- Hot Seating
- Freeze Frame
- Tableau
- Meetings
- The Illustrator
- What Happens Next?
- Whole Group Drama
- Bean Bag “Voice Projection”
- Fashion Show
- Sensory Game

Key Stage Two

- Mapping the Plot
- Thought Tracking
- Conscience Alley
- Hot seating
- Sculpting
- Take a Letter
- Interviews/Interrogation
- Gossip Circles
- Caption Making
- Dear Diary
- Overheard Conversations
- Circular Drama
- Ranking
- Accents
- Strike a Pose
- Imaging Taste
- Ribbon of Sound

Additionally, information technology and visual stimuli, including video clips and television programmes are used to engage and interest children and further enhance their

learning.

Through the exploration of these strategies, children will develop their experience of improvisation, acting, dance, drama and mime and in turn deepen their understanding of voice, movement, gesture and facial expression.

Contribution of Drama to the Teaching of Literacy and Personal Development and Mutual Understanding (PDMU)

Drama contributes significantly to the teaching of Literacy in Carrick Primary School by actively promoting the skills in reading, writing, and talking and listening. Children develop their language skills by being given the opportunity to perform their work in front of their peers and other audiences, paying particular attention to diction and when performing and interpreting poetry, to rhythm and rhyme. Drama is also used to stimulate discussion and creative writing. Through working with others in a dramatic setting, children develop their ability to communicate ideas effectively.

Drama also contributes significantly to the teaching of PDMU and Health Education. Through the common goal of performance, children learn to work effectively with other people and build up good relationships. Drama is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public performances is often one of the highlights of young peoples' time in school.

Differentiation

In creating and performing, tasks will be set which offer open ended outcomes to allow for differentiation. Where children are grouped, the groups may be arranged by ability to enable specific support or challenges to be given.

Assessment

Assessment is an integral part of the learning process through which teachers build a comprehensive picture of the progress and learning needs of each child, in order to plan future work and ultimately improve learning. In Carrick Primary School, improvement in learning through assessment is enhanced by:

- 1 The active involvement of children in their own learning, including:
 - sharing learning intentions with children;
 - developing their awareness of the skills and knowledge which are being developed;
 - developing their awareness of the strategies they employ in their learning.
- 2 The provision of effective feedback to children. In Carrick Primary School, we recognise the profound influence this can have on motivation and self esteem, both of which are crucial influences on learning.
- 3 Developing children's ability for self-assessment by helping them to;
 - Review and evaluate their own work;
 - Set their own goals following effective questioning and feedback.
- 4 The adjustment of teaching to take account of the outcomes of assessment.

A varied range of assessment techniques are used in Carrick Primary School as an integral part of the learning and teaching process including:

1. Observation;
2. Class discussion;

3. Oral, written, visual presentation or physical demonstrations;
4. Independent or group tasks;
5. Project work;
6. Homework.

Homework

Homework will be set as required and specifically for on-going projects. Types of homework may include: writing scripts, learning scripts or collecting materials e.g. props, costumes etc.

Health and Safety

All children in Carrick Primary School will be taught safe and appropriate use of props and furniture that may be needed to accompany any performance/movement.

ICT

Our school attaches a great deal of emphasis and importance to the teaching of computer literacy and expertise. ICT can be used to record and play back children's work for analysis and evaluation, in line with the school's Safeguarding Policies.

Assemblies and Productions

Every class has the opportunity to produce at least one assembly each term. This provides an opportunity for children to rehearse and perform a range of drama activities in front of an audience.

In addition, various classes in our school, have the opportunity to rehearse and perform a production at a specific time of the year, including Nativity Plays, end of school year productions and dramas related to the preparation for a Sacrament, i.e. Eucharist and/or Confirmation.

Extra-Curricular Activities

Extra-curricular activities in Carrick Primary School are used to help further develop the strategies and skills already acquired during the school day. Similarly, during drama club gatherings, children have opportunities to explore and express their ideas in a fun but managed environment.

External Agencies

Carrick Primary School has a long running tradition of involving professional production agencies to stimulate the children's imaginations as well as providing interesting focal points for class teaching and discussion. Primary 3-7 classes attend the Grand Opera House on an annual basis, to enjoy the Christmas Pantomime.

Reporting to Parents

Reporting to parents on Drama in our school is carried out through an annual consultation meeting and an end of year report.

Equal Opportunities, Inclusion and Rights Respecting Responsibilities

Article 29

Education must develop every child's personality, talents and abilities to the full.

We in Carrick Primary School, will ensure equal access to the curriculum, regardless of gender, race, religion, disability and ability. Suitable learning opportunities for all children of differing abilities and needs will be provided by matching the challenge of the task to the ability of the child by:

- Setting common tasks that are open ended and can have a variety of results;
- Setting tasks of increasing difficulty where not all children will complete all tasks;
- Providing a range of challenges through the provision of different resources;
- Children who are less confident will be encouraged to participate in a non-threatening environment and to develop self-expression and self-confidence;
- Positive images of difference are promoted through the use of materials, resources and displayed work.

Equal emphasis will be given to the roles of both men and women in drama. Every effort will be made to ensure that activities are equally interesting to both boys and girls. Carrick Primary School strives to ensure that the best interests of the child are a top priority in all actions. Teachers and staff are committed to placing the values and principles of the United Nations Convention on the Rights of the Child at the heart of all policies, including the Drama and Poetry Policy.

Resources

The school has a well-stocked costumes and props area. These are available for use in class assemblies, drama/role play lessons and productions. Technologies such as iPads are also readily available as is a greenscreen.

Poetry

‘Poetry lifts the veil from the hidden beauty of the world, and makes familiar objects be as if they were not familiar....’

P.B. Shelley

Rationale

Poetry is read and performed in school to give the children enjoyment and delight. This they will find in sharing the creative experience of the poet and in appreciation of the fusion of thought, imaginative insight, imagery, rhythm and beauty of sound which the poet’s work displays.

Role of the Teacher

The success of poetry depends ultimately upon the teacher, his/her responsiveness to literary appeal, his/her ability to read sensitively and his/her understanding of the pupils. Our teachers therefore aim to be sincere in their conviction of the value of the poetry lesson, present poetry in such a way as to awaken interest and enthusiasm and yet be respectful of our children’s personalities. We believe that if teachers can show a love of poetry then children will enjoy their poetry lessons.

Choice of Poems

Our teachers choose poems which have literary value, vitality and sincerity and relate to something in the life of the children. We understand that well marked rhythm, beauty of word, stirring and significant repetition are features which usually appeal to children. Descriptive and humorous verse also have a place as do narrative poems and ballads. Teachers will also find much suitable material for younger children in the traditional jingles and nursery rhymes and indeed these often provide a link in literature between the home and the school. To keep children interested therefore, it is essential to provide a variety of different types of poems which may include:

- Jingles
- Rhymes
- Ballads
- Songs
- Lyrics
- Limericks
- Haikus
- Tankas
- Concrete Poems
- Humorous and nonsensical poems
- Religious Poems (Grow in Love)
- Poems with Choruses

-Personification within poetry

In Key Stage 2, the teacher will choose poems to extend the range of children's appreciation, increase the powers of interpretation through speech, introduce analytical attitudes and encourage creative work.

Teaching and Learning Strategies

The use of a variety of strategies is desirable but our approach will always ensure the enjoyment for the children and a deepening of their experience and love of poetry. For the success of the poetry lesson the teacher will adopt a method to suit the poem, using her own judgement and taking into consideration children's understanding, vocabulary and feelings. The teacher's initial reading of a poem is of vital importance, since first impressions are lasting. Children will then be encouraged to respond and suggest their own strategy with perhaps some guidance from the teacher. The teaching strategies chosen will give due consideration to the following:

- Many narrative poems and ballads lend themselves to dramatic presentation;
- Some poems may be illustrated by the children who will be encouraged to interpret poems freely in their own way;
- Others may be enhanced by choral speaking or a mixture of unison and individual speaking;
- In the teacher's reading of poetry, discussion may often take place;
- There will be occasions when our teachers may decide to leave the poem to make its own impression on our children;
- Some memorisation of poems may be desirable particularly if the poem has a special appeal to the child. The participation in Warrenpoint Feis may be an example of this;
- There will also be times when silent reading for recreation or as preparation for study may be appropriate;
- Our children will also be encouraged to compose their own poems and compile personal anthologies, selecting their own and class favourites;
- Teachers may also suggest that children read poems to other children and other classes;
- Use could be made of recordings of poems read by children with suitable sound effects and background music to help create atmosphere. All recordings will be done in accordance with the school's Safeguarding Policies.

Resources

In Carrick Primary School our teachers will ensure that a wide selection of poetry will be at the disposal of the children. Anthologies of suitable verse will be available in all class libraries and use will be made whenever possible of Interactive Whiteboard, Internet, Broadcasts, Local Poets, Library visits etc.

Homework

Very often if the children display a special interest in the career and personality of a poet whose poems they enjoy, they may be encouraged to extend their knowledge by private reading and research. Children also participate annually in Warrenpoint Feis, during

which time they study and learn one poem. In preparation for this, children may be asked to prepare this poem as part of their homework. Similarly, children may be required to compose their own poems for both school work and for any relevant poetry competitions. Dictionary work is also useful as a learning tool and follow up activity.

Language and Literacy

The teaching of Poetry and indeed Drama is a powerful and effective way of developing and enriching children's Language and Literacy skills. Poetry and Drama provide a medium through which children can express their ideas, feelings and imagination in both verbal and non-verbal ways. It allows them to use facial expressions, mime, gesture, spoken language, role-play, movement and dance to recreate and invent situations and 'become' the characters they invent or read about in fiction and in poetry. Taking part in Poetry and Drama lessons promotes the development of children's self-esteem and confidence, as well as promoting their oral language skills. It helps children to learn about themselves and their world, and contributes to their social and emotional development as they act out or perform different scenarios. The emphasis in all activities should be on enjoyment and the learning that is taking place.

Using Poetry to Develop Inferential Skills

Skills of inference are needed not just to be able to 'read between the lines,' to detect the unspoken hidden meanings that enrich overall understanding of a text or to draw one's own personal conclusions about a text. They are needed for all the other tasks that teachers want their children to do in handling texts: to understand the effects achieved through choices in vocabulary, to recognise what the writer is trying to accomplish through the whole text and to appreciate what the impact on the reader may be. Almost any reading activity that goes beyond literal understanding involves some degree of inference. In Carrick Primary School the study of poetry is ideal for developing inferential skills in our children. Helping those in our care understand when information is implied, or not directly stated in poetry, will improve their skills in drawing conclusions and making inferences.

Conclusion

This policy has been drawn up in consultation with staff, pupils and Governors. It will be reviewed every three years, or sooner if required, in consultation with the relevant stakeholders.

Signed: Dr A Cassidy (Principal)

Signed: Mr G Murdock (Chair of Board of Governors)

Date: February 2024

Review Date: February 2027