

Curriculum Plan for Drama- St. Joseph's N.S.

Aims and Rational:

We endorse the aims of the Drama Curriculum as articulated in the Revised Curriculum.

Our Vision for Drama in our School.

Drama is vital in order that the creative and aesthetic development and the growth of reasoning in our pupils may be developed using the elements of drama. Pupils through the making of drama will explore knowledge, ideas and feelings leading to understanding.

The needs of our children in our school

When due account is taken of intrinsic abilities and the varying circumstances in our school , we hope that the Drama curriculum should enable our children to:

- Enter into the fictional dramatic context
- Communicate and explore drama ideas using the elements of drama
- Make connections within drama and situations and problem solving and its application in practical everyday contexts
- Reason , investigate and hypothesise using the fictional context
- Develop self-esteem , confidence and the skills of co-operation through the making of drama.

Development , Implementation and Review

Time for reviewing the development of this of this policy will be set aside at our staff meeting every second year. The success criteria by which this policy will be judged include the following;

- Teacher Observation
- Classroom assessment including evaluation of drama activities and feedback from pupils.
- Second level feedback
- Feedback from Inspector

Time

The allocation of times to be spent on the teaching of Drama is 1 hour a week

Junior/ Senior Infants Drama Plan

Strand: Drama to explore feelings, knowledge and ideas, leading to understanding

Strand Units:

Exploring and Making Drama

- Develop the instinct for make-believe play into Drama
- Develop the ability to play in role as an integral part of the action
- Experience how the use of space and objects can help to create the reality of the make-believe world
- Experience how the fictional past and the desired fictional future influence the present Dramatic action
- Develop awareness of how he/she, as part of a group, helps to maintain focus in the Dramatic action
- Develop awareness of tension in the Drama

Reflecting on Drama

- Develop the ability to reflect on the action as it progresses
- Experience the relationship between story, theme and life experience
- share insights gained while experiencing the Drama

Co-Operating and Communicating in Making Drama

- Develop the ability, out of role, to co-operate and communicate with others in helping to shape the Drama
- Develop, in role, the ability to co-operate and communicate with others in helping to shape the Drama

Teaching Strategies and Methods:

Defining the Space, Still Images, Teacher in Role, Mimed Narration, Whole Group improvisation, Hot seating

Reflecting on the Drama:

Writing, Speaking, Questioning, Listening, Doing, Creating

DRAMA PLAN JUNIOR INFANTS

TERM 1			
SEPTEMBER			
STORIES	POEMS / RHYMES Hey Diddle Diddle Baa Baa Black Sheep Hickory Dickory Dock Twinkle Twinkle Little Miss Muffet	THEMES Starting School	OTHER PROMPTS Photographs Oral Language Posters Puppets

OCTOBER			
STORIES	POEMS / RHYMES There was an Old Witch. Jack and Jill. Humpty Dumpty. Autumn Leaves.	THEMES Hallowe'en Autumn	OTHER PROMPTS Photographs / pictures Nature Walk Oral Language Posters
CONTENT and OBJECTIVES <ol style="list-style-type: none"> 1. Drama games to start and end each session. 2. Brainstorm scary / spooky words. Use different voices to illustrate words. 3. Movement. Sudden movement for frightening affect. Move through space without touching anyone in a ghost-like way. 4. Mime and dance to Hallowe'en songs. <ul style="list-style-type: none"> • Develop the instinct for make-believe play. • Develop the ability to play in role as an integral part of the action. • Experience how objects can help create the reality of the make-believe world. 			

NOVEMBER

THEME

Habitats and animal behaviour.

We will follow the exemplar from the teacher's guidelines.

(See pages 66 - 69)

CONTENT and OBJECTIVES

1. Starting with the warm-up game Little Packets the children move from being little packets to the role of being rabbits.
 2. Children explore the use of space in drama by laying out their briar-patch and feeding areas.
 3. Discuss previous problems with foxes and their families.
 4. Teacher in role as the fox.
 5. Conscience alley will allow the children to decide what to do with the fox who has been troubling them.
- Develop the instinct for make-believe play.
 - Develop the ability to play in role as an integral part of the action.
 - Experience how objects can help create the reality of the make-believe world.
 - Develop awareness of tension in the drama.
 - Develop the ability to reflect on the drama as it progresses.
 - Develop, in role, the ability to co-operate and communicate with others in helping to shape the drama.
 - Explore and learn about the relationship between story, theme and life.
 - Share insights gained while experiencing the drama.

DECEMBER

STORIES

The Nativity Story

POEMS / RHYMES

Christmas poems and rhymes of the teacher's choice

THEMES

Christmas
Holidays

CONTENT and OBJECTIVES

1. Learn songs in relation to Nativity Play.
2. Discuss location of story and develop empathy for the different characters.
3. Assign roles for the play.
4. Recite the script.
5. Encourage clear diction.

6. Create a backdrop for the play.
 7. Discuss costumes with children.
 8. Perform the play if desired for other classes and / or parents.
- Develop the instinct for make-believe play.
 - Develop the ability to play in role as an integral part of the action.
 - Experience how objects can help create the reality of the make-believe world.
 - Develop awareness of tension in the drama.
 - Develop the ability to reflect on the drama as it progresses.
 - Develop, in role, the ability to co-operate and communicate with others in helping to shape the drama.

TERM 2 –JANUARY

STORIES

The Three Little Pigs
 One Snowy Night by Nick Butterworth
 (Use other similar if preferred)

THEMES

Winter

CONTENT and OBJECTIVES

1. Develop empathy with the 3 pigs. Stop at an appropriate part of the story and allow the children to take the role of the pigs. Ask them how they are feeling at that point.
 2. Teacher in role as the mother of the pigs.
 3. Reflect on what the mother and father pig might do differently to stop their pigs leaving home.
 4. Teacher in role as the wolf. Children hot seat teacher. Aim to hear a different viewpoint from the wolf.
 5. Using real materials and in groups the children will construct their own houses will the rest of the class will test for sturdiness.
 6. Children in role as Percy the Park Keeper.
 7. Brainstorm words related to cold / winter weather.
 8. Children in role as different animals and use mime to express how they feel during the winter months.
 9. Tell how it felt to walk in the snow without shoes.
- Develop the instinct for make-believe play.
 - Develop the ability to play in role as an integral part of the action.
 - Experience how objects can help create the reality of the make-believe world.
 - Develop the ability to reflect on the drama as it progresses.
 - Develop, in role, the ability to co-operate and communicate with others in helping to shape the drama.
 - Explore and learn about the relationship between story, theme and life.
 - Share insights gained while experiencing the drama.

FEBRUARY

THEMES

Small World - Use any familiar settings for example:

In the Supermarket.

At the Doctors.

On the Farm

CONTENT and OBJECTIVES

1. Children will engage in real-life situations and role-play.
 2. Children will decide on roles within each group. They will use limited number of objects to create the small world.
- Develop the instinct for make-believe play.
 - Develop the ability to play in role as an integral part of the action.
 - Experience how objects can help create the reality of the make-believe world.
 - Reflect on the action of other groups and of their own group.
 - Develop, in role, the ability to co-operate and communicate with others in helping to shape the drama.

MARCH

STORIES

The story of St. Patrick

THEMES

Media

OTHER PROMPTS

Television reports

CONTENT and OBJECTIVES

1. Children observe meteorological reports and then present their own report to the class using symbols and other objects.
 2. Children in role as interviewer and celebrity. Discuss as a group what questions could be asked. Rest of class may ask questions as part of an audience.
 3. Children in role as Naomh Pádraig. Empathise with Patrick and his friends as they hide from Niall Of the Nine Hostages.
 4. Déan dramaíocht bunaithe ar an scéal.
- Develop the instinct for make-believe play.
 - Develop the ability to play in role as an integral part of the action.
 - Experience how objects can help create the reality of the make-believe world.
 - Develop awareness of tension in the drama.
 - Develop the ability to reflect on the drama as it progresses.
 - Develop, in role, the ability to co-operate and communicate with others in helping to shape the drama.

TERM 3-APRIL

STORIES- 1 or 2 Irish Legends of your choice.

CONTENT and OBJECTIVES

1. Drama games to start and end each session.
 2. Listen to the story being read.
 3. Predict what will happen next.
 4. Children can role play the particular characters.
- Develop the instinct for make-believe play.
 - Develop the ability to play in role as an integral part of the action.
 - Experience how objects can help create the reality of the make-believe world.
 - Develop awareness of tension in the drama.
 - Develop the ability to reflect on the drama as it progresses.
 - Develop, in role, the ability to co-operate and communicate with others in helping to shape the drama.

MAY

STORY- Little Red Riding Hood

CONTENT and OBJECTIVES

1. Drama games to start and end each session.
 2. Character in role as Little Red Riding Hood.
 3. Freeze frame for various parts of the story.
 4. Teacher –in Role as the Wolf. Determine using conscience alley whether the wolf will be an evil or a good wolf.
 5. Teacher in role as Goldilock’s mammy. Class will ask her questions.
 6. Class in role as Goldilocks. Tell how they felt while venturing through the wood.
 7. Use story as a fictional lens to discuss feelings.
 8. Children re-enact the journey through the wood. Teacher may assist by mapping the journey on the board.
- Develop the instinct for make-believe play.
 - Develop the ability to play in role as an integral part of the action.
 - Experience how objects can help create the reality of the make-believe world.
 - Experience how the fictional past and the desired fictional future influence the present dramatic action.
 - Develop awareness of tension in the drama.
 - Develop the ability to reflect on the drama as it progresses.
 - Develop, in role, the ability to co-operate and communicate with others in helping to shape the drama.

JUNE	
THEMES Superheroes	PROMPTS Photographs and Images. Dressing Up box with variety of materials.
CONTENT and OBJECTIVES	
<ol style="list-style-type: none"> 1. Drama games to start and end each session. 2. In pairs or other small groups the children will choose a character after whole-class discussion about superheroes. 3. Orally decide about special powers the characters might have. 4. Choose a costume from selection of materials. 5. Illustrate what the character might look like using the materials as a prompt. 6. Create a still image of the character. Record images for children to reflect on during another drama session. <ul style="list-style-type: none"> • Develop the instinct for make-believe play. • Develop the ability to play in role as an integral part of the action. • Experience how objects can help create the reality of the make-believe world. • Experience how the fictional past and the desired fictional future influence the present dramatic action. • Develop awareness of tension in the drama. • Develop the ability to reflect on the drama as it progresses. • Develop, in role, the ability to co-operate and communicate with others in helping to shape the drama. 	

Senior Infants Drama

Term 1 September Exploring and making drama	Content Nursery Rhymes Hey Diddle Diddle Humpty Dumpty Baa Baa Black Sheep Hickory Dickory Dock Little Miss Muffet Twinkle Twinkle	Method Character-in-role as various characters from familiar nursery rhymes Group freeze frames and mime from particular scenes in nursery rhyme Character-in-role to develop imagination and empathy. "How do you feel?" What do you think might happen next?"	Objectives Develop the instinct for make-believe play into drama Develop the ability to play in role as an integral part of the action Experience how the use of space and objects can help to create the reality of the make believe world.
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<p>October Exploring and making drama</p>	<p>Halloween Songs- [Right Note] There was an old witch Harry's Theme Witch Witch</p>	<p>Brainstorm spooky words Move around a ghosts Teacher-in-role as a witch and students ask her questions Student-in-role as a witch Mime or dance to Halloween themed music Use props in the classroom environment to add to the drama</p>	<p>Develop the ability to reflect on the action as it progresses Develop the ability out of role, to co-operate and communicate with others in helping to shape the drama</p>
<p>November Exploring feelings, knowledge an ideas leading to understanding</p>	<p>Toymaker- Infants Curr Guidelines</p>	<p>Be one of a group of toys in the shop when the owner comes in to tell them that he/she will have to sell the shop or sell some toys. The children knowing that the elf has always been afraid of the dark and wishing him not to be afraid in the future. Offer to help him to visit the lizard, who will cure him. Character-in-role as a character in drama In role deal with the tension presented in the drama Hot seating- Teacher in role as the Toymaker</p>	<p>Develop the ability to play in role as an integral part of the action Experience how the use of space and objects can help to create the reality of the make believe world. Experience how the fictional past and the desired fictional future influence the present dramatic action Develop awareness of how he/she as part of group, helps maintain focus in the dramatic action Develop awareness of tension</p>
<p>December</p>	<p>Nativity Play</p>	<p>Learn songs and actions ad script Assign roles Create an appropriate set and artwork to add to the set and costumes Encourage projection of voice, confidence and intonation. Perform play for other classes/ parents</p>	<p>Develop the ability play in role as an integral part of the action Experience how the use of space and objects can help to create the reality of the make-believe world Develop the ability to reflect on the action as it progresses Develop the ability out of role to co-operate and communicate with others in helping shape the drama</p>

<p>January</p>	<p>Story The Three Little Pigs</p> <p>“Snow Friends” by Christina Butler and Tina Mc Naughton</p>	<p>Develop empathy- Stop at various stages in the story- <i>"You are the Little Pig. How do you feel?"</i> <i>Teacher in role as mother of the three pigs.</i> <i>Teacher in role as the Wolf</i> <i>Hot seating- Wolf has to justify his actions</i> <i>Conscience Alley</i> <i>One group to tell the wolf to eat the three pigs while the other group have to advice him not to eat them..</i></p> <p>Empathy- Speak for the perspective of the various characters at different times during the story. Character-in -role- Bear moving through the countryside in the snow. Hot seating- teacher- in-role as the snowman who wants to come to life. Students advice on what he should do,</p>	<p>Develop the ability play in role as an integral part of the action Experience how the use of space and objects can help to create the reality of the make-believe world</p>
<p>February Small World Play</p>	<p>Engage in real-life situations and role Play</p>	<p>Answer the phone and take a message Go into the shop and ask for something A visit to the doctor / hospital A visit the dentist</p>	
<p>March MEDIA</p>	<p>Teacher-in-role to model media Presentation</p> <p>Dramaíocht as gaeilge</p>	<p>View examples on the interactive board of news broadcasts, weather reports, entertainment reports Character-in-role and work with partner to relay a news broadcast, a weather report and an entertainment report.</p> <p>IS GADAÍ THÚ Tá tú taobh amuigh den teach. Oscail an fhuinneog SSH!</p>	

April Story	Oisín in Tir na nOg	<p>Character-in-role as Oisín</p> <p>Engage in group mime and freeze frames to convey various parts of the story</p> <p>Teacher-in-role as Oisín and partake in conscience alley to help Oisín decide whether he should return or not.</p> <p>Hot seating- teacher answers questions and discusses whether Oisín has made the correct decision.</p> <p>Character- in- role in Tir na nOg</p>	
May Story	Little Red Riding Hood	<p>Character-in-role as Little Red Riding Hood</p> <p>Engage in group mime and freeze frames to convey various parts of the story</p> <p>Teacher-in-role as Wolf and partake in conscience alley -Whether he should eat Little Red Riding Hood.</p> <p>Hot seating- teacher answers questions as Red Riding Hood and discusses whether she has made the correct decision.</p>	
June	Superheroes	<p>In groups create a superhero.</p> <p>Draw characteristics of superhero</p> <p>Create a costume</p> <p>Hot seating- Students in role and answer questions about their superhero</p> <p>Create still images of their superhero</p> <p>Create a photostory of their work</p>	

Integration

Oral language

- Develop cognitive abilities through oral language

- **Develop interest attitudes and ability to think**
- **Develop emotional and imaginative life through oral language**

Gaeilge

- **Forbairt teanga trí dramaíocht**

HISTORY

- **Develop their awareness of time and chronology**
- **Develop their ability to empathise with characters in stories from the past**

Geography

- **Develop an awareness of people at working the local community**

Music

- **Respond imaginatively to pieces of music through music**

Art

- **Illustrate drama scenes**
- **Draw what they think might happen next**
- **Create a character using materials**

First / Second Class Drama Plan

Strand: Drama to explore feelings, knowledge and ideas, leading to understanding

Strand Units:

Exploring and Making Drama

- Use the ability to play at make-believe and to enter fully into participation in Drama
- Use his/her emerging awareness of the differences in people in order to begin to develop an understanding of the relationship between role and character
- Experience how context is built and a Drama reality created through the use of space and objects
- Experience how the fictional past and the desired fictional future influence the present Dramatic action
- Develop the ability to help maintain the focus in the Dramatic action
- Begin to see how tension adds to Drama the suspense that ensures the interest of the participants

Reflecting on Drama

- Use reflection on a particular dramatic action to create possible alternative courses for the action
- Experience through Drama, the relationship between story, theme and life experience
- Share insights while experiencing the Drama or insights that arise out of the Drama

Co-Operating and Communicating in making Drama

- Develop out of role, the ability to co-operate and communicate with others in helping to shape the Drama
- Develop in role, the ability to co-operate and communicate with others in helping to shape the Drama
- Develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the Drama text is being made

- Re-enact for others in the group a scene that has been made in simultaneous small-group work

Teaching Strategies and Methods:

Defining the Space, Mimed Narration, Teacher in Role, Whole Group Improvisation, Still Images, Thought Tracking, Paired Improvisation, Improvisation in Threes, Hot Seating

Reflecting on the Drama:

Writing, Speaking, Questioning, Listening, Doing, Creating

First Class

<i>Month</i>	<i>Strand</i>	<i>Strand Unit</i>	<i>Content & Objectives</i>	<i>Resources</i>
September	To explore feelings, knowledge and ideas leading to understanding	Exploring and making drama Reflecting on drama Cooperating and communicating in making drama	Theme: Drama Games to practice skills needed to enter the world of drama <ul style="list-style-type: none"> - Keeper of the Keys - Fruit Salad - Animal Circle - Pass the Clap - Conductor of the Orchestra - Silly Faces - Mirror, Mirror - Name Game 	~ Keys ~ Chairs ~ Pictures of fruit and animals
October	To explore feelings, knowledge and ideas leading to understanding	Exploring and making drama Reflecting on drama Cooperating and communicating in making drama	Theme: The Rainbow Fish <ul style="list-style-type: none"> - Recall and sequence the story "The Rainbow Fish" - Explore and discuss the lesson to be learned in the story - Teacher in role: Children interview the Rainbow Fish and question how she feels now and how she felt before she gave away her scales - Thought Tracking: Children will think about the events of the story and will communicate their thoughts as they are tapped on the shoulder - Children in role: Children will be asked to describe how they felt when she shared her scales 	~ Story: "The Rainbow Fish" ~ Cloak for teacher in role
November	To explore feelings, knowledge and ideas leading to	Exploring and making drama	Theme: Downtown <ul style="list-style-type: none"> - Explore the people who work in a town and pick one member before getting into character 	~ Chairs ~ Pictures of buildings in a town

	understanding	Reflecting on drama Cooperating and communicating in making drama	<ul style="list-style-type: none"> - Game: Who am I? State three facts about a character for class to guess who it is. - Still image: Create a still image based on a character in a town and class try to guess who it is. - Perform a still image of a situation in a town with a group of three and class discuss the image 	<ul style="list-style-type: none"> ~ Pictures of Christopher Columbus and his crew ~ Map of Columbus' journey
December	To explore feelings, knowledge and ideas leading to understanding	Exploring and making drama Reflecting on drama Cooperating and communicating in making drama	<p>Theme: Nativity Play "The Innkeeper's Breakfast"</p> <ul style="list-style-type: none"> - Children will learn the lines for the nativity - Consider the costume that they need for their character - Memorise actions to the nativity songs - Perform the play for the school and their families 	<ul style="list-style-type: none"> ~ Script of "The Innkeeper's Breakfast" ~ CD player ~ CD of songs ~ Costumes ~ Star ~ Crib ~ Doll for Baby Jesus ~ Pictures of the Inn ~ Stage in hall
January	To explore feelings, knowledge and ideas leading to understanding	Exploring and making drama Reflecting on drama Cooperating and communicating in making drama	<p>Theme: Goldilocks and the Three Bears</p> <ul style="list-style-type: none"> - Collective Storytelling: Summarise the story of Goldilocks and the Three Bears - Role on the Wall: Compile all the information we know about Goldilocks - Hot Seat: Establish more information through questioning Goldilocks - Teacher in Role: teacher reads out an apology letter from Goldilocks the children must decide what punishment she should get - Thought Tracking: Explore what children feel about Goldilocks and her new punishment 	<ul style="list-style-type: none"> ~ Story: Goldilocks and the Three Bear ~ Hot Seat ~ Apology letter ~ Paper ~ Markers
February	To explore feelings, knowledge and ideas leading to understanding	Exploring and making drama Reflecting on drama Cooperating and communicating in making drama	<p>Theme: The True Story of the Three Little Pigs and the Big Bad Wolf</p> <ul style="list-style-type: none"> - Collective Storytelling: Recall the story of True story of the Three Little Pigs and the Big Bad Wolf - Teacher in Role as Mr. Wolf: Children interview the Big Bad Wolf to gain more information about his side of the story - Conscience Alley: Children examine both sides of the stories. They will comment on the positive and negative sides Of the stories for both Mr Wolf and the three little pigs - Court Room: Children will use a court room as the forum for discussion to decide which side of the story they believe 	<ul style="list-style-type: none"> ~ Story: The True Story of the Three Little Pigs and the Big Bad Wolf by Liam Farrell ~ Hat for teacher in roll ~ Paper ~ Gavel

			<ul style="list-style-type: none"> - Newspaper Report: children will construct and write a newspaper report detailing the outcome of the trial 	
March	To explore feelings, knowledge and ideas leading to understanding	<p>Exploring and making drama Reflecting on drama</p> <p>Cooperating and communicating in making drama</p>	<p>Theme: Nursery Rhymes</p> <ul style="list-style-type: none"> - Recall various nursery rhymes - Choose a nursery rhyme and sequence the pictures - Mini dramas: Children will work in groups to re-enact their chosen nursery rhyme - Class will recite the nursery rhyme as the group perform it - Children will critique classmates work. 	<ul style="list-style-type: none"> ~ Nursery Rhyme books ~ A4 pictures of Nursery rhymes to sequence ~ Props and pictures for their dramas
April	To explore feelings, knowledge and ideas leading to understanding	<p>Exploring and making drama</p> <p>Reflecting on drama</p> <p>Cooperating and communicating in making drama</p>	<p>Theme: Hansel and Gretel</p> <ul style="list-style-type: none"> - Collective Storytelling: Children recall and sequence the story - Teacher in Role: children interview the witch about her house and why she captured the children - Hot seat: Children in role as Hansel and Gretel and classmates will question them about their experience and the decision to go into the house - Conscience Alley: children will give positive and negative opinions to the parents of Hansel and Gretel about the adventure and letting them out alone. 	<ul style="list-style-type: none"> ~ Story: Hansel and Gretel ~ Cloak for the witch ~ Badges for Hansel and Gretel ~ Toy axe ~ Apron ~ Pictures of the sweet house
May	To explore feelings, knowledge and ideas leading to understanding	<p>Exploring and making drama</p> <p>Reflecting on drama</p> <p>Cooperating and communicating in making drama</p>	<p>Theme: Mime</p> <ul style="list-style-type: none"> - Explore acting without the use of words - Narrated Mime: mime along to a scenario as the teacher reads it out. - Creating a set of movements individually to portray a certain image/event using props from the prop box (at a party, wedding, bank robbery etc) - Working in pairs/small groups to mime out a scenario 	<ul style="list-style-type: none"> ~ Narrated Mimes (In the Garden, At the shop, at the Zoo) ~ Prop box
June	To explore feelings, knowledge and ideas leading to understanding	<p>Exploring and making drama</p> <p>Reflecting on drama</p> <p>Cooperating and communicating in making drama</p>	<p>Theme: Aesop's Fables</p> <ul style="list-style-type: none"> - Recall various Aesop's Fables - Discuss the lesson to be learned through Aesop Fables - In groups illustrate a fable on a story board - Perform in groups an Aesop Fable in groups using the story board as a guide 	<ul style="list-style-type: none"> ~ Book of Aesop Fables ~ Story board template ~ Picture of Aesop's Fables

Integration:

- Gaeilge: Dramaí beaga agus cumarsáide i rith na ceachtanna Gaeilge bunaithe ar na dtéamaí (Mé Féin, Bia, Ar Scoil, Éadaí, Nollaig, Oíche Shamhna, Ag Siopadóireact, An Teilifís, Sa Bhaile, An Aimsir, Caitheamh Aimsire)

- English: Putting actions to poems, songs and rhymes in English and Gaeilge
- SPHE: Role play
- English: Oral Language & Reading
- Art: Drawing
- Physical Education: Games
- Geography: My Town

2nd Class

<u>Month</u>	<u>Strand</u>	<u>Strand Unit</u>	<u>Content & Objectives</u>	<u>Resources</u>
September	To explore feelings, knowledge and ideas leading to understanding	Exploring and making drama Reflecting on drama Cooperating and communicating in making drama	Theme: Drama Games to practice skills needed to enter the world of drama <ul style="list-style-type: none"> - Keeper of the Keys - Fruit Salad - Animal Circle - Pass the Clap - Conductor of the Orchestra - Silly Faces - Mirror, Mirror - Name Game 	~ Keys ~ Chairs ~ Pictures of fruit and animals
October	To explore feelings, knowledge and ideas leading to understanding	Exploring and making drama Reflecting on drama Cooperating and communicating in making drama	Theme: "Witches Spells" poem <ul style="list-style-type: none"> - Recall and sequence the poem "Witches Spells" - Teacher in role: Children interview the Witch and question how she feels now and how she felt making her potion. - Thought Tracking: Children will think about the events of the poem and will communicate their thoughts as they are tapped on the shoulder 	~ Poem: Witches Spells ~ Cloak for teacher in role
November	To explore feelings, knowledge and ideas leading to understanding	Exploring and making drama Reflecting on drama	Theme: Bart Simpson Step 1: Mime and narration to music 'Pink Panther' Step 2: Repeat sequence without narration.	~ Bart Simpson story ~ Pink Panther music

		Cooperating and communicating in making drama		
December	To explore feelings, knowledge and ideas leading to understanding	Exploring and making drama Reflecting on drama Cooperating and communicating in making drama	Theme: Nativity Play 'It's a cracker' <ul style="list-style-type: none"> - Children will learn the lines for the nativity - Consider the costume that they need for their character - Memorise actions to the nativity songs - Perform the play for the school and their families 	~ Script of "It's a cracker" ~ CD player ~ CD of songs ~ Costumes ~ Star ~ Crib ~ Doll for Baby Jesus ~ Pictures of the Inn ~ Stage in hall
January	To explore feelings, knowledge and ideas leading to understanding	Exploring and making drama Reflecting on drama Cooperating and communicating in making drama	Theme: Jack and the Beanstalk <ul style="list-style-type: none"> - Exploring the story and characters of Jack and the Beanstalk - Hot seating: more information through questioning - Role Play - Teacher in Role - Thought Tracking: Explore what children feel about Jack's behaviour - Re-enacting scenarios 	~ Story: Jack and the Beanstalk ~ Hot Seat
February	To explore feelings, knowledge and ideas leading to understanding	Exploring and making drama Reflecting on drama Cooperating and communicating in making drama	Theme: Tom's Sausage Lion <ul style="list-style-type: none"> - Exploring stories and characters of novel - Hot Seating - exploring Tom's feelings - Exploring emotions - Drawing map of area and plotting Tom's journey - Teacher in Role as Tom's mother 	~ Story: Tom's Sausage Lion ~ Hat for teacher in roll ~ Paper ~ Pencils and crayons

March	To explore feelings, knowledge and ideas leading to understanding	Exploring and making drama Reflecting on drama Cooperating and communicating in making drama	Theme: Tiddilik(Aboriginal Story) <ul style="list-style-type: none"> - Students in role as Aboriginal people of the village - Teacher in role as an elder of the village - Role on the wall - Still image - Thought tracking - Reflection 	~ Tiddilik story ~ Hat
April	To explore feelings, knowledge and ideas leading to understanding	Exploring and making drama Reflecting on drama Cooperating and communicating in making drama	Theme: 'The Gruffalo' <ul style="list-style-type: none"> - Collective Storytelling: Children recall and sequence the story - Exploring the story and characters - Hot Seating - What happens next... - Characters expressions in Gruffalo 	~ Story: The Gruffalo
May	To explore feelings, knowledge and ideas leading to understanding	Exploring and making drama Reflecting on drama Cooperating and communicating in making drama	Theme: 'The Lion, the witch and the wardrobe, <ul style="list-style-type: none"> - Explore acting without the use of words - Exploring the different characters - Character profile - Map of land - Hotseating - Feelings through drama 	~ Book: 'The lion, the witch and the wardrobe' ~ Paper and crayons
June	To explore feelings, knowledge and ideas leading to understanding	Exploring and making drama Reflecting on drama	Theme: When Jessie came across the sea <ul style="list-style-type: none"> - Recall Jessie's journey - Discuss the lesson to be learned Jessie's story - Exploring Jessie's feelings - Still image - Mime 	~ Book of When Jessie came across the sea

Integration:

- Gaeilge: Dramaí beaga agus cumarsáide i rith na ceachtanna Gaeilge bunaithe ar na téamaí (Mé Féin, Bia, Ar Scoil, Éadaí, Nollaig, Oíche Shamhna, Ag Siopadóireact, An Teilifís, Sa Bhaile, An Aimsir, Caitheamh Aimsire)
- English: Putting actions to poems, songs and rhymes in English and Gaeilge
- SPHE: Role play
- English: Oral Language & Reading
- Art: Drawing
- Physical Education: Games
- Geography: My Town

Methodologies:

- Talk and Discussion
- Group Work
- Whole Class Work
- Paired Work
- Illustrations
- Pictures/photos
- Questioning (higher and lower order)
- Active learning
- Problem solving
- Developing skills through content
- Collaborative learning
- Looking, listening and responding

Assessment:

- ✓ Teacher Observation
- ✓ Teacher designated tasks
- ✓ Responses to questioning during lessons

Third Class / Fourth Drama Plan

Strand: Drama to explore feelings, knowledge and ideas, leading to understanding

Strand Units:

Exploring and Making Drama

- Enter into the fictional dramatic context with the same spontaneity and freedom that he/she has earlier applied to make-believe play
- Understand the relationship between role and character and develop the ability to hold on to either role or character for as long as the dramatic activity requires
- Discover how the use of space and objects can help in building the context and in signifying dramatic themes
- Explore how the fictional past and the desired fictional future influence the present dramatic action
- Begin as a member of a group, to include in Drama activity the elements of tension and suspense
- Begin the process of using script as a pre-text

Reflecting on Drama

- Use reflection on and evaluation of a particular dramatic action to create possible alternative courses for the action
- Learn through Drama, the relationship between story, theme and life experience
- Use the sharing of insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesise about life and people

Co-Operating and Communicating in Making Drama

- Develop out of role, the ability to co-operate and communicate with others in helping to shape the Drama
- Develop in role, the ability to co-operate and to communicate with others in helping to shape the Drama
- Develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the Drama text is being made
- Enact spontaneously for others in the group a scene from the Drama, or share with the rest of the class a scene that has already been made in simultaneous small-group work

Teaching Strategies and Methods:

Defining the Space, Teacher in Role, Mimed Narration, Still Images, Thought Tracking, Improvisation in Pairs, Briefing, Conscience Alley, Whole Group Improvisation, Small Group Improvisation, Ritual, Flashback/Flash-forward

Reflecting on the Drama:

Writing, Speaking, Questioning, Listening, Doing, Creating

Third Class Drama (contd.)

Term1**Term 2****Term 3**

Stories	The Three Pigs- The wolf's story The Yuckee prince (Activity Book A) The Salmon of Knowledge	Mystery at the Monastery (14) The King with the Dirty Feet King Midas	The Saxons and the Vikings Raid (12) The Magic Toy Box (7) George's Marvellous Medicine (Activity Book A)
Poems	The Car trip (17) The Cloud Mobile (17) The frog & the golden ball (17) The Christmas carol (17)	The Old Gumbie Cat (17) To Mrs Reynolds Cat (17) Poetry & Geography (10) The itch (Activity Book A)	I wonder The Witch who couldn't (Terry H Henry) Seal (Activity Book A)
Themes	Halloween Autumn Christmas	Spring Pirates Food	Supermarkets (10) The Sea A Journey in a space ship
Newspaper Media Pictures Photos	Good News Bad news (13) It's the News (13)	A Good Sell (13) Television News (7)	A key to....(13) Music -Jaws theme/Schindlers List theme
Curriculum Links	Science - Hot & Cold (16) Art - The Bag of Hats (16) Religion - The Sea of Galilee	History - Guess the liar (16) Geography - My Long distance friend (16) Gaeilge - Teilifís (Rocharta 7)	Art - Icarus (16) Music - The factory (16)

Fourth Class Drama (contd.)

Term1

Term 2

Term 3

Stories	Jack & the Beanstalk (Resource Pack) Mystery at the Monastery (Resource Pack) The Secret garden (Activity Book B)	Samirs Life in Ancient Egypt (14) Children of Lir The Fox and the Crow (Activity Book B)	Building the Reservoir (12) Mulagro Island Aladdin (23)
Poems	The Secret Garden (17) Anne Frank Huis (17) Along came a tapping(17) Since Hanna Moved (Activity Book B)	One eyed Jack (17) Treasure Island (17) I Saw (Activity Book B) Dog in the Playground (Activity Book B)	Village Sounds (17) The Deserted House (17) The Listeners (17) Wings (Activity Book B)
Themes	Halloween Autumn The Christmas Message	Spring – from Four Seasons by Vivaldi Pirates Food	Summer The Sea A Journey
Newspaper Media Pictures Photos	Under Pressure (13) On TV (13) First Impressions (13) It's a Puzzle (13)	Who's right (13) Another excuse (13) The Argument (13)	Newscasters (16) Character Adverts (7) Teen Mag (13)
Curriculum Links	Geography – Stop Pollution (16) Science – keeping Healthy (16) The world we all live in (22)	Geography – Pen friends (16) Art – Strange Tale (16)	History – Discovery (16) Music – Fire! Fire! (16) Emigration (22)

Fifth/ Sixth Class Drama Plan

Strand: Drama to explore feelings, knowledge and ideas leading to understanding

Strand Units:

Exploring and Making Drama

- Enter appropriately and with facility, whether watched or unwatched into the fictional dramatic context
- Extend playing in role and in character to include the ability to accept and maintain a brief that has been decided on by either the teacher, the group or himself/herself
- Discover how the use of space and objects helps in building the context and in signifying the Drama theme
- Explore how the fictional past and the desired fictional future influence the present dramatic action
- Become adept at implementing the 'playing rules' that maintain focus in dramatic action
- Help to plan dramatic activity to include the particular tension and suspense appropriate to the theme being explored
- Distinguish between various genres, such as comedy, tragedy, fantasy
- Become comfortable with script and understand the basic processes by which script becomes action

Reflecting on Drama

- Reflect on a particular dramatic action in order to create possible alternative courses for the action that will reflect more closely the life patterns and issues being examined
- Learn through Drama, the relationship between story, theme and life experience
- Use the sharing of insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesize about life and people

Co-Operating and Communicating in making Drama

- Develop out of role, the ability to co-operate and to communicate with others in helping to shape the Drama
- Develop in role, the ability to co-operate and communicate with others in helping to shape the Drama
- Develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the Drama text is being made
- Enact spontaneously for others in the group a scene from the Drama, or share with the rest of the class a scene that has already been made in simultaneous small-group work

Teaching Strategies and Methods:

Defining the Space, Teacher in Role, Mimed Narration, Still Images, Thought Tracking, Improvisation in Pairs, Briefing, Conscience Alley, Whole Group Improvisation, Small Group Improvisation, Hot seating, Ritual, Flashback/flash-forward

Reflecting on the Drama:

Writing, Speaking, Questioning, Listening, Doing, Creating

Drama Policy 5th class

Stories	<u>Term 1</u> *Drama contract	<u>Term 2</u> Activity book C Return to troy	<u>Term 3</u> Activity book C All wound up
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	<u>Activity book C</u> The hiring fair The curse of werewolf castle Harry Potter and the Philosophers Stone A Christmas Carol <u>Reading Zone</u> The little Match girl <u>The toymakers workshop</u> The toymakers workshop *Class novel: Holes	The unholy grail <u>Starry links</u> Strongbow The great wave The stormy rescue <u>Myths and legends</u> Oisín and tír na nÓg Your country needs you	<u>Starry links</u> The selfish giant <u>Reading zone</u> Seventh wonder- Pyramids <u>Traditional fairytales</u> Jack and the beanstalk The three billy goats gruff The not so jolly postman Whats wrong with Sam?
Poems	<u>Activity book C</u> Huff The Viper The Magic bicycle (online version)	<u>Activity book C</u> Kenneth The ABC – Spike Milligan	Farewell to the Farm- Robert Louis Stevenson
Themes	Halloween Winter Christmas	Spring Easter Saints- St. Patrick/ St. Brigid Water	Summer Holidays The Beach The Farm
Integration	SPHE History- Old workhouses Geography- Castles SPHE- Unique me English- Traditional Literature Art- Invent a toy Music- The nutcracker	History- Community SPHE- decision making Geography- Water Mythical legends Art- Paint and colour History- WW1 spies	Geogprahy English- Character/ Story Science- The farm Geography- map of farm SPHE-Morals-stealing Science- bulbs seeds Occupations- people at work Sphe/Geogprahy- moving house

Methodologies:

Talk and discussion
Active learning
Collaborative learning
Problem solving
Skills through content
Use of the environment

Differentiation:

By support throughout lessons
By resources used
By questions posed
By grouping
By pace
By task

*A variety of warm up games and oral language activities can be found in the 5th class yearly scheme.

Sixth Class Drama Play

	Term 1	Term 2	Term 3
Stories	Drama Contract Icebreakers/Warm up activities Myths/Legends: Fionn and the Giant (refer to Earthlink P6) Or (Alternative from Irish legends for children)	Class novel – The Boy in the Striped Pyjamas (or recommended class novel) The Legend of St Patrick/St Brigid (or from your own preference)	Stereotyping People (book selected at teacher's discretion) Angela's Ashes (Activity Book D P110) Twist of Gold – Dialogue (Activity Book D P84)
Poems	New Boy (Activity Book D P 104) Different (Activity Book D P 105) The Witches Chant ((Activity Book D William Shakespeare P 114)	I have a Dream – Leah Waldron (Hello Universe) What Peace and War are to me – Kevin Hawkins (Hello Universe)	I'll never use Tobacco again – Anon (Hello Universe) Dear Mr. Examiner ((Hello Universe) Moving On by Jim Halligan
Themes	School – new pupil/ settling in/school in the past/present Ghosts/Harry Potter - (Activity Book D P110 - 111)	USA – I have a Dream – Martin Luther King (matter of fact P64) Easter 1916 – Independence (Earthlink P92)	Drugs/Decisions Transition to Secondary School Ancient Egyptians (Earthlink P32) Or Aztecs (Earthlink P40) World Poverty (Earthlink P156) End of Year Musical (optional)

	Term 1	Term 2	Term 3
Newspaper Media Pictures Photos	Choices – Secondary school options and Advertising – (Earthlink P126) + Activity Book News reporters – London Blitz (Hello Universe, Movietone News P58) and WWII	Still Images 1 st Line Improvisation Photos/Images 1916 Rising	Costume Design Production (end of year musical)
Integration	History/Geography/English/SPHE	(Walk Tall Programme)	APC (Costume Design Integration throughout curriculum and Irish topics Bun go Barr *

*Name of texts supplied in brackets for reference to various topics.

Drama Resources

1. 100+ Ideas for Drama - – Anna Scher & Charles Verrall
2. Bright New Ideas – Circle Time by Jenny Mosley & Pat Child
3. Developing Literacy through Poetry– Christine Moorcroft
4. Ideas for drama KS1 – Alison Chaplin

5. Drama Lessons for Five to Eleven – Year Olds – Judith Ackroyd and Jo Boulton
6. The Teaching of Drama in the Primary School – Brian Woolland
7. Ideas for Drama KS2 – Alison Chaplin
8. The ToyMaker’s workshop and other tales- Ackroyd and Boulton
9. 100+ more for Drama - – Anna Scher & Charles Verrall
10. Speaking Listening and Drama (years 3-4) – John Airs & Chris Ball
11. Drama 7-11 – Neil Kitson and Ian Spilby
12. Beginning Drama – 4-11 (Second edition) Joe Winston and Miles Tandy
13. Cover Lessons in Drama – Chalkface project
14. Step by Step Educational Drama – Joanne Parkes & Sarah Fitzgibbon
15. Chalkface Projects key Themes in Drama
16. Bright Ideas Drama & Role Play (ages 5-11)
17. Drama Lessons in Action- Antoinette Line
18. Improvisation Starters by Philip Bernardi
19. Creative Drama in the Primary Grades by Nellie McCaslin
20. The Primary Drama Handbook by Styart Smith
21. Pirated & Other Adventures by Jo Boulton & Judith Ackroyd
22. Speaking Listening and Drama by John Airs & Chris Ball
23. Classroom Drama a Practical Guide by Una McCabe
24. 50 Shared texts by Nikki Gamble

Drama Contract

1. We all agree to pretend that what is happening is real and to keep the make believe going.
2. We will not spoil the drama for others who are trying to keep the make believe going.
3. If we are finding it difficult to pretend we will stay with the group but “pass” and join in when we feel able to do so.
4. If we “pass”, others will accept this without comment.
5. If any of us say or do anything in role then we agree that what is said or done belongs to the character and not to the person who is pretending to be that character.
6. When the drama is over we leave it behind and stop pretending.

Drama Contract 2

- Allow others to express themselves
- Concentrate
- Have fun and enjoy ourselves without hurting others
- Take turns
- Co-operate and listen to each other
- Show respect for each other
- 'Pass' if we need time to think
- Positive behaviour and comments

Drama Contract 3

1. Be careful getting the drama space ready.
2. Pretend to be someone else.
3. Try your best.
4. Listen carefully.
5. Believe others.

Pupils part in development of contract agree to it and sign

- **Drama Facilitator Willam Wall** Phone: 087 2943737
Email: drama@upcmail.ie

<http://www.drama.ie/lesson-links.html>

First Line Improvisations

- A selection of the first line suggestions below should be written on pieces of card.
- Explain that each of the improvisations will have to begin with a specific line given on the card and that their improvisations must then follow the lines they select.

- Children are working in small groups. Turn the cards face down. Each group selects one card. They should not be allowed to change their card once it has been chosen.
- Give the children a maximum of 10 minutes to work on their improvisations. They will have to discuss, plan, prepare and rehearse their performances and create a believable ending.
- Encourage them to work with the four magic words of improvisation
Where? ... the place.
When? ... the time.
Who? ... the roles/characters.
What? ... what's happening ... the action.
- The teacher can move from group to group, giving support, helping any group in difficulty and reminding them of the time remaining.
- Let each group perform their improvisation.
- Reflect on the performances and improvisations with both the observers and the performers.

Improvisation based on First Lines

1. 'Are you an alien too?'
2. 'You call THIS food?'
3. 'Stick 'em up'
4. 'Where's your ticket?'
5. 'Here's one I baked earlier'
6. 'And here she is, the world's most beautiful model, Kate Moss...'
7. 'Caught ya!'

Improvisation based on first lines PPDS

8. 'Put away the carving knife, darling'
9. 'This woman is dangerously ill'
10. 'Silence, please for the world famous New York Philharmonic Orchestra'
11. 'What would you like for your birthday, dear?'
12. 'You can't bring that in here.'
13. 'Put it in the net'
14. 'Wait 'til I tell you...'
15. 'Is this your first Karate class?'
16. 'Do you want to know a secret?'
17. 'That's disgusting'
18. 'I've just lost my father's wallet'
19. 'Stop that!'
20. 'What is wrong with you today?'
21. 'What was that?'
22. 'What are you? A man or a mouse?'
23. 'I have a confession to make'
24. 'You're not old enough'
25. 'Pass the scalpel, nurse'

26. 'You gave me the wrong change',
27. 'Don't look at me like that'
28. 'I think that's mine',
29. 'You broke my glasses'
30. 'Now look at what you've done!'
31. 'I think I'm lost',
32. 'Will you marry me?'
33. 'The name is Bond. James Bond'
34. 'I think that's mine',
35. 'I think I'm lost'
36. 'I have a confession to make'
37. 'Why has the lift stopped?'
38. 'Are you as nervous as I am?'
39. 'You'll never get that in there.'
40. 'If anyone has any reason why these two people should not be married, please speak now'

Follow up suggestions

- Let the children refine and re-present their improvisations
- Invite the children to invent new first lines and to create improvisations from them
- Flashback or flashforward to the scene before or after the scene performed and create a short improvisation
- Get the pupils to create last line improvisations which must finish with a specific

Some Drama Scenarios

- At the hairdresser
- Gossiping neighbours
- A concert
- Spectators at a sports event
- A birthday party
- An orchestra
- A group of teenagers getting stopped by police
- Gun fight
- First date
- A wedding
- Surgery
- A hospital emergency
- Baby-sitter with children
- A Traffic Jam

- A fashion show
- A trial
- A TV games show
- A bank robbery
- A dance class
- Students cheating at an exam
- Excavating in Egypt
- Hot air balloon
- The Olympics
- Customer returning a faulty item
- Archaeological dig in an old churchyard
- Train robbery
- Soup kitchen
- Harry Potter
- The haunted lift
- The dragon
- The wind-up mouse
- Life inside the monastery walls
- King Midas
- The Magic mirror
- Rosa Parkes
- Television Ads
- Star Trek
- The Late Late Show
- The Vikings
- Bart Simpson
- The princess
- Bad manners
- The old woman
- Begging for food
- Mother Teresa
- I Want chips!
- What's happening to the computer?
- E.R
- Little birdies
- I don't want to go to bed!
- What's behind this door?
- At the airport
- You're a star!
- The Trial of Goldilocks

- The Borrowed Dress / Jeans
- Trouble At McDonalds
- The Operation
- The Fashion Show
- On the Train
- Heaven
- The Toyshop
- Hell's Kitchen
- The Magic Carpet
- Jungle trek!
- Message in a Bottle
- The Interview

Drama scenarios PPDS

Using a Carousel

1. Divide the class into pairs or small groups
 2. The teacher may decide to give each group the same title from the list of 'Drama Scenarios' below but it is better if you give each group a different title
 3. Once each group have their title, give them time to work on their improvisation. Limit the time. Agree on a finishing freeze.
 4. When they have their improvisation ready to present, explain to them that they are going to share their work in a very special way. The groups are given a performance order. At an agreed signal, (maybe a word, a sound, background music or a visual signal) each group will come to life in turn. All other groups must keep still and quiet while the others perform. The performance starts with the first group and is not over until every group has had its turn – a carousel.
 5. Each person might be limited to saying one sentence, word or sound at first to ensure that everybody gets a turn.
 6. This can then be built up to make the improvisation longer.
 7. At the end, we guess what each group improvisation was about and we say what worked well.
- The same strategy can be used to link short scenes, still images etc.....

Dramatic play is an essential mode of learning for young children and prop boxes and play materials can make this activity more effective. A prop box contains materials and equipment that encourage children to explore various roles. The box should be lightweight, easy to store and easy to carry. Different prop boxes can be created to complement exploration of themes in the classroom. Items for the prop box could be donated by parents or sourced cheaply in charity shops. Clothing should be included as they help children to "step into a role". There should be items that will appeal both to girls and boys. Literacy material should be included, so that children can pretend to write and read and can associate literacy and numeracy activities with a meaningful context. Note pads and pens could be used for example to take the orders in a restaurant.

Suggestions for inclusion in the prop box

- Plastic flowers on stem /Apron / Glasses/ Gloves /Telephone / mobile phone /A crown/ A magic wand/ Clothes/Cloak /Long dress
- Long coats/Clown's wig / Hand bag/ Wallets/ Jewellery/ Length of material /Hats/Scarves/Ties/Masks/Wigs/Wooden treasure chest
- Chinese fan/Piece of white web curtain for weddings,/curtains, bedcovers, cloaks etc/Selection of fabrics/Cups/Teddy, doll/Microphone

Skipping rope/-Walking stick/Coloured mat/Box – mystery box/Torch/Bucket/Old runner/Bells/Knitting needles and wool/Pack of cards/Mirrors/Braided chord/Attractive material/Face paints/Key/Feely bag/Eye masks/Stick / hurley/A newspaper/Tea towel /tin foil Large square of white fabric/Sun glasses / old glasses/An umbrella/A magnifying glass/Tea pot and cups/Pens/Pencils/Notebooks/Books/Paper/Prop boxes are especially useful for younger pupils but they can also be used by older/pupils./Not all prop items or ideas are appropriate for all ages - always consider safety first.
Prop boxes can be changes according to the season or theme being explored in class

Speaking/Listening

Character Profile Letter
Personal recount Lists
Writing a dialogue Diary
Newspaper article Report
Insert for time capsule...

Reflection On Drama

Mime
Still image of key moment so far
Ritual e.g. meal / key event
Puppets retell story
Dance/ movement

Writing/ Doing

Making and looking at objects
Drawing I.C.T.
Role on the wall Construction
Mapping Print
Use of fabric Collage
What might happen next?
How will this affect?
How did you feel? Why? How?
What advice? Should?
What is the drama about?

Questioning/ Visual Arts

Reflection in Drama PPDS 2

- Reflection can happen during or at the end of the lesson.
- The child stands back from the action and thinks a little more deeply about the characters they have met, the lives they lead and the message of the drama
- The teacher should challenge easy answers

- A balance between individual, group and whole class discussion.
- A balance between reflection through the visual arts, listening, speaking, doing, writing and questioning
- Can be enhanced by use of fabric, music, objects, and dimmed lights
- Imagine what might happen in the future – make choices and consider consequences

‘Wondering’ is a key skill in reflection.

‘I wonder if...?’, ‘Can you imagine..?’, ‘Supposing.....’

Some Reflection questions for Your Class linked to the elements of drama

- How did you contribute to today's drama lesson?
- How did you improve from the last drama lesson
- How can we improve our drama work in our next lesson?
- Finish the sentence... `what I liked about to-day's drama was...’
- What was your favourite moment in the drama? Why?
- Did you notice that you felt anyway different during the drama?
- Could you believe in the drama? Give some reasons for this.
- How did you help others to believe in the drama?
- Did you go into role or character today? Describe this to me.
- Did you notice anyone with particularly good facial expression?
- How did this help the drama?
- Who else was particularly good at taking on a role or character to-day? What did they do?
 - Were you able to accept and keep a brief from the teacher?.