

Drama Overview

Introduction

Speech and Drama achieves one of the essential goals of Waldorf Education; to integrate thinking, feeling and willing. With this in mind it is not surprising that this art form is present in every stage of our curriculum. We encounter it in kindergarten where creative free play makes use of drama, children become kings, queens, animals and more to complete their imaginative play. In Lower school, the class teachers work with a deep understanding of the work of Rudolf Steiner and Marie Steiner on speech formation and drama as part of their classroom activities.

Drama is part of the literacy curriculum and provides many opportunities for children to use heritage languages and knowledge of a range of cultures to experiment with styles of speaking, gesture and mime. It helps children think about the 'who, why, where, and when' elements of stories, events and everyday experiences. Drama helps children develop a creative perspective on life and gives them freedom of expression.

As well as Drama being taught as a subject later in upper school, it is interwoven into the everyday at Elmfield in all classes, along with opportunities to learn drama techniques through different strands of the literacy curriculum. In 'Speaking and Listening', for example, children are expected to learn to speak competently and creatively for different purposes and audience, which can be tried out in the lines spoken by different characters in a play. Children recite and repeat, speak in chorus and individually in class on a daily basis and listen to stories chosen in line with where they are developmentally.

Alongside the literacy aspect, Drama helps develop a child's confidence, self-esteem and communication skills across the curriculum and through participation in school festivals, assemblies and seasonal events. Class plays and roles are chosen each year with the individuals and dynamic of the class in mind.

Drama lends itself well to cross curricular possibilities. It can be used to help children learn History (through re-enactments of events) Geography (through imagining the landscape) and PSHE (through creating scenarios and situations to explore issues, such as bullying).

Purpose of Study

Drama in a Waldorf School is not about exhibitionism and while talent is fostered it is not the focus of our activities. Each child is considered individually as to how they might benefit from performance activities. While the presentation of the work is often shared with parents and the school, the emphasis is always on the pedagogical process that the children have experienced and not solely on a polished production.

Various methods are used throughout the school, according to age.

This include, Class Plays, Drama Lessons, Special Projects.

Class plays will be created and performed by each class 1-11. These plays should be chosen with the individuals in mind. There should be an opportunity for members of the class to play to their strengths and not only perform but work behind the scenes if appropriate.

Drama Lessons will be offered in the upper school if the pupil chooses to take Drama as a IGCSE or BTEC Performance. Occasionally special opportunities and workshops will be offered as appropriate, e.g, School Shakespeare Festival or outside theatre workshops.

The aim of Drama teaching is to

- explore ideas and/or issues through a variety of drama skills and techniques of increasing complexity.
- devise and improvise structuring dramas of different kinds.
- use drama skills and knowledge to interpret a range of texts.
- prepare and perform both scripted and devised dramas for various audiences, using a selection of media.
- use and develop their knowledge of drama from different times and cultures, as well as classic and contemporary practice.
- reflect on, evaluate and analyse the structure, meaning and impact of their own work and the work of others as both participant and audience.

The Waldorf Curriculum aims to:

- Ensure that pupils have the opportunity to integrate thinking, feeling and willing.
- Use performance to bring the young person towards full awareness of who they are.
- Make the stage a safe and welcoming space.
- Develop self confidence, admiration, appreciation and acceptance among their peers.

<p><u>Long Term Curriculum Intent</u></p> <p>Language and communication</p> <p>Using a range of vocabulary effectively</p> <p>Using dramatic structures effectively (e.g. gesture and body language, narrative, dialogue, song, climax, action)</p> <p>Understanding and using theatrical devices (e.g. style, genres, staging, set, lighting)</p> <p>Mastery of the power of performance to impact on others.</p> <p>Reading and interpreting scripts from page to stage</p> <p>Ability to perform individually and as an ensemble</p> <p>Health and well-being</p> <p>Performing for pleasure; responding emotionally to drama.</p> <p>Ability to consciously use and interpret body language, gesture, facial expression</p> <p>Senses</p> <p>Having a sense of and feeling for language and audience</p> <p>Being able to translate sensory experience into performance</p> <p>Imagination and play</p> <p>Ability to create vivid mental imagery from literature or drama</p> <p>Using imagination, recollection and recreation of experience and emotion as a basis for creating drama.</p> <p>Empathy</p> <p>Imagining how the people written about, spoken about or think and feel, and performing the relationships between them and their differing perspectives</p> <p>Imagining the playwright and their intentions, experiences and perspectives</p>

Being aware of and sensitive towards an audience

Recognising and responding to individual and cultural voices

Aesthetics

Appreciating language used artistically, beautifully

Understanding the historical context of drama.

Making sense, making meaning, interpreting, inferring

Noting, exploring and understanding personal, philosophical and emotional responses to drama

Democratic participation and society

Understanding the power of language and text in shaping and influencing political views.

Understanding how language, text and performance can be used to manipulate people's political thinking.

Enjoy engaging with literature and drama as a part of personal and community culture

Future thinking

Communicating with people from different backgrounds and social positions · Using language to explore and express different ways of thinking

Constructing biographical narratives

Holistic thinking / Spirituality

Appreciating the role of performance in spiritual experience

Using Drama and performance as a powerful way of connecting with others on many levels

Using and creating drama in the flow of chronology and geography, connecting people across time and space

Understanding the role of Theatre in holding a mirror up to the world

Judgement

Analysis and criticism.

Interrogating purpose and function, and how purpose is realised through the relationship of form and content.

Developing and shaping complex arguments within theatre, eloquently articulating a stance.

Early Years (EYFS 3-5) and Transition (5-7)

Intention:

Free play provides opportunities to roleplay and recreate real life scenarios, retell stories and events through puppet shows, small world scenes and roleplay. There are also opportunities throughout the year for children to act out stories such as 'The Enormous Turnip', 'The Nativity', and 'Three Billy Goats Gruff', which are adult initiated. Children experiment with sounds through play, with their voices and with objects. Adults provide opportunities through ring time and everyday routine activities such as transitioning from one activity to another, Eurythmy and 'Special Story Circle' to sing, recite rhymes and use musical instruments.

Implementation: Children have the opportunity to:

K3-4: (EYFS)

Engage in creative free play, including role play and 'small world' play, with a wide variety of natural, open ended resources and everyday objects. Adults plan stories and ring times which allow the children to retell stories, recreate them independently and as adult led activities. The rich programme of mainly seasonal rhymes and songs allow children to engage with songs, music, stories and movement. Children are encouraged to imitate with increasing accuracy. The children also have opportunities to see live performances, usually in the form of class plays where appropriate and Eurythmy performances.

K5 (Transition)

The children have the opportunity to build and develop their experiences and skills through play and through the activities highlighted above. As the children develop their skills and ideas they take more autonomy in making their own creations and selecting the media they require to bring their ideas to fruition. They will often take the lead in ring time and group re telling of stories and puppet shows. These children also come together as a group to experience discreet music and movement lessons in the form of a 'special story ring' with a music teacher.

Impact: All children's progress is tracked in the Kindergarten using a combination of the EYFS Educational Programmes (with Modifications) and developmental descriptors.

Children should be able to:

By the end of K4 (End of EYFS):

- enjoy movement, music and ring games.
- begin to sing familiar songs.
- sing songs, make music and dance.
- Experiment with ways of changing what they have learned.
- imitate adults and other children including during play.
- engage in imaginative role play based on their own experiences.
- use available resources as props to support play.
- use media and materials in original ways, thinking about uses and purposes.
- can represent their own ideas, thoughts and feelings through design and non-electronic technology, art, music, dance, role play and stories.
- represent others through their play in more accurate ways.

By the end of K5 (Transition):

- express themselves using music and movement in increasingly sophisticated ways.
- add verses to rhymes and songs and experiment with language to express their individuality.
- Begin to imitate in a more conscious way to follow the teacher's lead.
- Develop their own ideas and can discuss them with peers and adults.
- Express their ideas through imaginative play, stories, and puppet plays.

Class 1

Intention

- Explore choral speech with gestures coming simultaneously or slightly before the words
- Poems are drawn from nature and the main lesson, and have a sense of wholeness
- Regular rhyming scheme
- Strong metric form-largely iambic.
- Express themselves clearly and articulately in groups
- Explore storytelling

Implementation

- Class plays are performed as a circle time/in the round.
- The performance should draw as little attention as possible to the child's performance but be experienced by the child as if they were simply doing their circle time with their parents watching.
- speak poems and verses in chorus
- take part in conversations and verbal recall
- take part in recall through enactment
- take part in a class play

Impact

- Express themselves using speech and movement in increasingly sophisticated ways.
- To understand archetypal characters.
- Create stories with purpose finding their own artistic expression.
- Develop their own ideas and can discuss them with peers and adults.
- Express their ideas through imaginative play, stories, and group work.

Class 2

Intention

- To develop co-operation & collaboration;
- To develop confidence in communication through developing vocal and physical skills;
- To explore choral speaking with gestures
- To understand characters and actions within a story

Implementation

- To speak poems and verses in chorus
- Particular focus on juxtaposing the character of animals with those noble human beings who have had a positive transformative effect upon others
- Class play is still performed as a circle time/in the round but no longer has the feel and character of a circle time.
- to take part in conversations and verbal recall
- to take part in recall through enactment
- to take part in developing a class play
- can recall and retell the stories that they have heard'

Impact

- Can express themselves using speech and movement in increasingly sophisticated ways.
- Can create characters and narrative with a performative intention.
- Can create stories with purpose finding their own artistic expression.
- Can develop their own ideas and can discuss them with peers and adults.
- Can express their ideas through imaginative play, stories, and group work.

Class 3

Intention

In class 3 the developmental task is to learn to work with others, recognising that this requires cooperation, teamwork, rules, roles and tools. Teaching and curriculum content should provide a balance of subjectivity and objectivity as children learn that meeting basic human needs requires people to pull together and support each other.

- Explore a wider range of metric form.
- strong rhyming schemes
- Conscious speech through working with poetry recitation

Implementation

Children should have the opportunity:

- to speak poems and verses in chorus
- to take part in conversations and verbal recall
- to take part in recall through enactment
- to take part in a class play
- can recall and retell the stories that they have heard
- To understand forms of ritual- often enacted as procession, in a circle and related to the tabernacle (tent).

Impact

- Children can recall and retell creation myths, choosing and using stories to show understanding of key historical concepts such as cause and consequence.

- Through the retelling of selected stories from a common tradition, they can establish a clear narrative.
- They should be able to share ideas about performance in relation to working towards a common goal with their peers.

Class 4

Intention

- To develop clear speech
- To explore strong characterisation in roles
- Greater use of consonants and articulation, diction in speech
- Stress rather than meter
- Working on conscious speech
- Perform consciously for an audience
- Explore basic tableaux, narration and storytelling

Implementation

Children should have the opportunity:

- to speak poems and verses in chorus
- to take part in conversations and verbal recall
- to take part in recall through enactment
- to take part in *developing* and devising within a class play
- To learn about and develop character and narrative

Impact

- Children can recall and retell stories and myths which explore the ways in which people in different times and places have related to the world around them and to each other.
- They can talk and write about the perspectives of the characters in the narratives, describing the causes, consequences and significance of events and decisions.
- They can understand performance techniques and a relationship to an audience.

Class 5 & 6

Intention

- Enhanced knowledge of theatrical terms and practices
- Develop strong metric form
- Learn lines from a script and look to transition from page to stage
- Explore performance and audience impact
- Explore the language of characterisation, stock characters, historical performance
- Develop voice control, movement statements
- Application of mime, narration and chorus
- exploring tableaux, thought tracking, narration, basic storytelling,
- Accepting & blocking, scene building, improvisation

Implementation

- Pupils will be able to experience live theatre and engage with major conventions of performance

- Will write and perform plays
- Speak individually and in small group presentations.

Impact

- Can explore a story imaginatively in drama,
- They can understand a relationship with an audience.
- Can use a wider range of dramatic devices and techniques.
- Increased control of voice and body means that they portray more precisely defined characters.
- Understand their individual contribution to a group performance.
- Engage and work collaboratively with others towards a common goal .

Class 7– 8

Intention

- To develop clarity of speech and experiment with language in relation to character
- Develop strong characterisation in roles
- Sophisticated use of articulation and diction in speech
- To look at stress rather than meter
- Perform consciously for an audience
- Can learn a greater number of lines from a script and look from page to stage
- Strong choreography in performance, gesture and proxemics.
- To be introduced to different genres and playwrights
- To be introduced to subject specific terminology
- To begin to express how use of the strategies may impact the audience or how they have been used to communicate specific intentions.

Implementation

Children should have the opportunity:

- to take part in *developing* and devising within a class play
- To perform individually
- To express and develop character and narrative
- To read and adapt scripts
- To work in groups, pairs, or as individuals during drama activities such as improvisation and role play.

Impact

- Will have knowledge of Dramatic techniques, plays and playwrights.
- Can explore a story imaginatively in drama, including what may happen before the story begins or at the end, as well as beyond the events of the story.
- They can understand a relationship with an audience.
- Can use a wider range of dramatic devices and techniques.
- Increased control of voice and body means that they portray more precisely defined characters.
- Pupils produce work with a clear story line and structure.
- They become familiar with forms such as shadow puppets, mime and chorus work
- Pupils may learn lines and write short scripts

- They make connections between broader dramatic traditions and their own work, suggesting improvements.

Upper School - Class 9-11

Intention

- Explore a wide range of playwrights and theatrical genres
- Explore ideas and/or issues through a variety of drama skills and techniques of increasing complexity
- devise and improvise structuring dramas of different kinds
- use drama skills and knowledge to interpret a range of texts
- prepare and perform both scripted and devised dramas for various audiences, using a selection of media
- use and develop their knowledge of drama from different times and cultures, as well as classic and contemporary practice
- reflect on, evaluate and analyse the structure, meaning and impact of their own work and the work of others as both participant and audience.

Implementation

- Exploration through subject specific Main Lessons – History of theatre & Literature
- Drama IGCSE or BTec courses offered as a subject lesson
- Integrated speech and listening tasks in English lessons.
- Study of plays within English Language and Literature lessons.
- Class discussions
- Pupils will take part in a class play

Impact

- Will Show an increased self-confidence in performance evidenced through public speaking, school productions and/or class work e.g. debates;
- Can apply drama strategies creatively and imaginatively in a range of contexts;
- Can express ideas and feelings through drama;
- providing constructive and reasoned responses to drama work;
- Can work constructively as a member of a group using quality communication skills;
- Will have developed oral and physical skills, including the use of language and movement appropriate to a role;
- Will understand standard English vs. non-standard English and where to appropriately utilise these.
- Can perform in a range of contexts using their drama skills effectively with accuracy and expression

- Can devise dramatic pieces by drawing on a range of dramatic structures and genres
- Will have developed an understanding of the drama that they perform and to which they watch, and its history

Speaking and Listening Curriculum Links.

Classes 1 to 6 - Related Impacts

Pupils will be able to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, recitation, role play/improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Step up to English Class 7-11 -

AO7: Demonstrate presentation skills.

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations.

AO9: Use spoken English effectively in speeches and presentations.

(subject) Early Years

Intent Implementation and Impact for all the classes