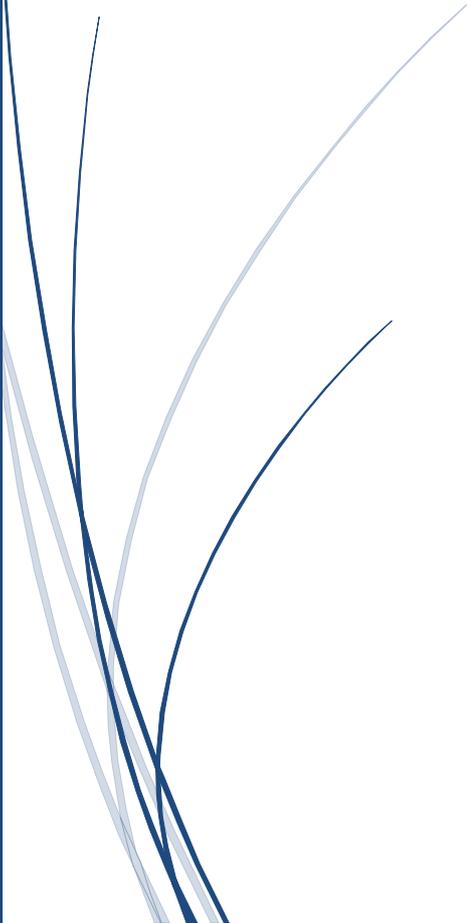




**St. Ita's and St. Joseph's  
Primary and Post-Primary School**

# **Drama Plan**



## **Introductory Statement and Rationale**

St. Ita's and St. Joseph's is a special school which caters for pupils with Mild General Learning Disability. We endeavour to cater for the holistic needs of each pupil through Individual Education Planning. Life skills are a central element to the curriculum in our school. It is in this context that the teaching and learning of Drama takes place in our school. We have written this school plan to ensure an approach which supports transition from class to class throughout the school.

### **Characteristic Spirit of St. Ita's and St. Joseph's**

The characteristic spirit of the school is encapsulated in our motto "Through Perseverance we Succeed". We as a staff are cognisant of supporting pupils to achieve to the best of their ability. As our school is a special school we understand that both pupils and staff need to persevere so that each pupil succeeds.

### **School Vision**

St. Ita's and St. Joseph's endeavour to nourish the educational, social, emotional, spiritual and physical development of each student to his/her potential with the future expectation of active participation in his/her local community. Our vision for this subject is encompassed in our vision for the school. By engaging with this subject, we hope that all pupils will become active citizens in the community.

### **Aims**

We aim to provide an environment of care where pupils feel confident to express themselves in alternative formats. This may include public speaking; poetry; storytelling; folk dance; telling historical stories, communicating through the medium of visuals or ICT. Drama can be utilised in many different formats to support the development of social skills as well as expressive and receptive oral language.

We endorse the aims of the *Primary School Curriculum* for drama:

- To enable the child to become drama literate
- To enable the child to create a permanent bridge between make-believe play and the art form of theatre

- To develop the child's ability to enter physically, emotionally and intellectually into the drama world in order to promote questing, empowering and empathetic skills
- To enable the child to develop the social skills necessary to engage openly, honestly and playfully with others
- To enable the child to co-operate and communicate with others in solving problems in the drama and through the drama
- To enable the child to understand the structures and modes of drama and how they create links between play, thought and life
- To enable the child to acquire this knowledge of drama through the active exploration of themes drawn from life (past and present), whether they have their source in other curricular areas or in general areas relevant to the child's life
- To enable the child to begin the process of translating a knowledge of drama into the active exploration of life themes from drama literature, leading to the appreciation of world drama culture
- To form the criteria with which to evaluate the drama texts, written or performed, to which he/she is continually exposed.
- Are there additional aims that relate to the context of your individual school?

### **Alternative Curricula and Syllabi**

#### **Primary School Curriculum**

- Each teacher will choose the level of Drama to be covered according to the needs and abilities in the class. Please see the PSC:
  - Level one: pp.13-17
  - Level two: pp. 19-23
  - Level three: pp. 25-31
  - Level Four: pp. 33-39
- Teachers can choose from the range of content objectives in all strand units appropriate to their class level.
- Stories; poetry; pictures/photographs; objects; issues from SPHE curriculum; aspects of life in the past, present, future; needs/concerns of pupils are integrated into the content to support the learning of pupils in alternative formats.

#### **Post-Primary Drama Syllabi**

All the strands and strands units in the *Primary School Curriculum* are endorsed by the post-primary syllabi. In our school at post-primary level we also provide the Level One

Learning Programme and the Level Two Learning Programme as well as the Leaving Certificate Applied.

### **Level 1 Learning Programme**

They get the opportunity to explore a variety of methodologies working with a variety of media as outlined above in the strands and strands units. Please see the PLUs for Level One Learning Programmes for further information. These programmes are also available on <https://www.ncca.ie/en/junior-cycle/level-one-and-level-two-programmes>.  
<https://curriculumonline.ie/Junior-cycle/Level-1-Learning-Programmes>.

### **Level 2 Learning Programme**

Level 2 is a three-year course. In year one an experiential approach is utilised similar to level one where the post-primary art teacher adapts and differentiates according to the abilities of the pupils. In year two and three the pupils compile portfolios which are submitted as part of their short courses for the Level 2 Learning Programme. Please see plans for these programmes for further information. These programmes are also available on <https://www.ncca.ie/en/junior-cycle/level-one-and-level-two-programmes>. For further details please check <https://curriculumonline.ie/Junior-cycle/Level-2-LPs>.

### **Leaving Certificate Applied**

This is a two-year course where Drama and Music are mandatory modules. The Visual Arts is an elective. The subject specialist teacher chooses two modules per annum as well as an annual task in first year and additional course work in second year. There are variety of modules to choose from. Please see plans for these programmes for further information. These programmes are also available on <https://www.ncca.ie/en/senior-cycle/programmes-and-key-skills/leaving-certificate-applied>. For further details please check <https://pdst.ie/lca/moduledescriptors>.

## **Approaches and Methodologies**

Belief is central to all drama and should be characterised by a willingness to believe in the drama itself, sincerity in playing roles and characters, a willingness to accept the fictional consequences of drama and a willingness to explore.

- Drama is used in our school to inform pupils of some aspect of life and/or the child's experience and is used to support them learning about others and practicing daily living skills.

- An appropriate and effective fictional lens is chosen to reflect the content.  
e.g. What's the story? i.e. What's the real situation? What's the fiction? (p. 41 Teacher Guidelines)
- Drama activities 1, 2, 3, 4, 5; pp. 66-91 Teacher Guidelines are used as a stimulus for Drama.
- The elements of Drama: Belief, Role and character, Action, Place, Time, Tension, Significance and Genre are practiced at each level (Appendix 1)
- Improvised drama is also used to support pupil's skills in Drama making
- Drama strategies are used at each class level to maximise learning (Refer to pp. 97-98 Teacher Guidelines). Note: drama strategies, while a useful tool in drama, should be used selectively within the drama. They are not in themselves the basis for a drama lesson.
- A safe environment is created so pupils have the confidence to engage in drama. This is achieved by giving ground rules/drama contracts.
- Children are encouraged to reflect on the drama from both within the drama and after the drama experience e.g. writing, visual arts, speaking, listening, doing, questioning.
- Teachers approach differentiation so that all children are provided with the opportunity to access the drama curriculum. Some aspects of Drama that involve 'Theory of Mind' may be difficult for some pupils and lessons will be differentiated accordingly.
- Guidelines are also provided for classes where different levels of the Drama Curriculum may need to be covered (pp. 31-32 Teacher Guidelines)

### **Children with Different Needs**

Teachers support and ensure participation of children with special needs in drama e.g. children with emotional and behavioural difficulties; children with learning difficulties; children with physical disabilities. All pupils are differentiated for accordingly.

### **Linkage and Integration**

The three strand units of the *Drama Curriculum* are linked though reflection and discussion as well as group work i.e. exploring and making drama; reflecting on drama and co-operating and communicating in making drama. Drama is integrated with most

aspects of the curriculum as it provides a platform for understanding and discussing the world around us.

### **Assessment and Record Keeping**

Please see our Assessment Policy available on [www.stitasandstjosephs.com](http://www.stitasandstjosephs.com).

- Teachers assess:
  - Exploring and making drama – the extent to which the child enters into a role or a character and develops it in the context of the action
  - Reflecting on drama – the extent to which they use reflection to create alternative courses for the action or the quality of the insights they gain from the drama experience
  - Co-operating and communicating in making drama – the child’s ability to contribute to the shaping of the drama, both in discussion about it and as the action takes place
- The assessment tools used:
  - Teacher observation
  - Teacher-designed tasks
  - Work samples, portfolios, projects
  - Curriculum profiles.

### **Equality of Participation and Access**

Our school will not discriminate on any of the nine grounds named in the Equal Status Act and any processes and procedures will not be applied in a discriminatory way. The school is committed to positive action for those who are disadvantaged or who need assistance that others do not need and the school should be alerted to the fact that support is needed so it can be put in place. Discrimination under the nine grounds or harassment including sexual harassment is prohibited in our school. Please see our Dignity in the Workplace Policy and Anti-Bullying Policy, available on our website, for further details.

## **Organisational Planning**

### **Timetable**

Please check school and individual time tables as they are revised at least annually and intermittently in line with the diverse needs of our pupils.

### **Resources**

The resources we use include: drama books, props for drama, suitable stimuli for drama - music, poetry, stories, visual images, newspaper captions; costume; television dramas/soaps and radio. Human resources are effectively utilised to optimise the drama experience, e.g. staff members and pupils. We have the use of an assembly hall and social play area to support Drama in our school.

### **Individual Teachers' Planning and Reporting**

All our school plans are available on our website once ratified and on our school server. Each school plan is informed by the appropriate Curricula and Syllabi. Yearly plans, fortnightly plans and monthly progress reports are displayed on our server. Teachers complete a variety of plans dependent on what subjects they are required to teach.

### **Staff Development**

Staff are encouraged to attend professional development on an on-going basis. Some of our staff attended a year-long training programme in Drama during their own time over the period of a year which involved research in the area of Drama in liaison with Mary Immaculate College. Team teaching and collaboration in relation to Drama and other subject areas are advocated throughout our school.

### **Parental Involvement**

Parents attend school events such as music/drumming concerts which are held annually all over Kerry. Parents are encouraged to support the teaching and learning of their children. Subject Plans are available on our website to support this.

## **Community Links**

Actors/members of theatre groups in the locality extend and deepen the Drama experience for our pupils. We have close links with Siamsa Tíre and we attend many events which take place there. We also involved with a variety of community events which change annually which promote Drama in our school.

## **Success Criteria**

The aim of this plan is to make a difference to the teaching and learning of drama in our school. The criteria that will indicate success include:

- Teachers' preparation based on this plan
- procedures outlined in this plan consistently followed
- teacher/parent feedback
- children's feedback
- inspectors' suggestions/reports.

## **Implementation**

The plan will be supported, developed and implemented by all of the relevant staff and is available on our server for comment. Any amendments are discussed and ratified before being published on our website.

## **Review**

It will be necessary to review this plan on a regular basis as indicated in our School Implementation Plan to ensure optimum implementation of the *Drama Curriculum*.

## **Roles and Responsibilities**

Those involved in the review as with all our plans include:

- teachers
- pupils where appropriate
- parents where appropriate

- BoM.

The principal provides draft plans for comment on the school server and e-mails plans to BoM before ratification. Parents also have an opportunity for comment through e-mail, IEP meetings and through questionnaires which support School Self-Evaluation in our school.

### **Ratification and Communication**

This subject plan was ratified by the Board of Management in 01-02-19. This plan is available on the school server for all staff to access. All parents are welcome to see the subject plan on our school web-site.

## Appendix 1

Elements in Drama	How the elements might look ...
Belief	How can the child be encouraged to enter into the drama with full belief? Evident in the child's trust in and ease with make-believe play
Role and Character	How will the child move from role playing to entering into character? Taking on the characteristics, attributes and thought process of another person
Action	What is happening in the drama? Action in drama comes from the interaction between characters and situations in which they find themselves in the drama
Place	Where is the action taking place? How is real place and space used to represent this?
Time	When is the action taking place? The fictional past and fictional future will have a bearing on the drama
Tension	How will tension drive forward the action of the drama? The characters will be faced with choices, desires and uncertainties. Such tension causes characters to make decisions and moves the drama forward
Significance	What is the relevance of the drama to the child's life? In what way can the child relate to the drama?
Genre (Seniors only)	Is the drama naturalistic, absurd, tragic, comic or fantasy? Genre is the style of the drama