

WOOLVERSTONE HALL SCHOOL

Report to Governors

Drama Department

As learning is largely a matter of acquiring skills and abilities that can be used in all areas of life, one of the aims of drama is to develop and in some cases teach these skills. As such aims, objectives, methods and syllabus deal with developing particular abilities rather than subject areas. Yet these skills and methods also lead to a greater understanding of particular subject/learning areas.

Aims

- i) To develop and examine concepts already held by pupils in order to give the child an ethical and moral base.
- ii) To increase the understanding of our environment.
- iii) The development of the individual in a group/social situation.
- iv) To develop life skills such as judgement, critical analysis and communication.
- v) To build confidence.
- vi) To develop the pupils use of language.
- vii) To express ideas through a wide range of media.
- viii) To foster an interest in theatre as a major art form.
- ix) To use dramatic method in order to look at particular subject areas.

Methods

- i) Role of the teacher; a catalyst who creates the environment necessary for learning and pupil development.
- ii) Acting Out; a symbolic, but safe form of experience.
- iii) Pressure/Conflict; used carefully these lead to a deepening of the experience. Experience = learning.
- iv) Stimuli; significance = interest.
- v) Games; symbolic. Create confidence in the subject matter.
- vi) Role Play; promotes enquiry in a realistic setting.
- vii) Simulation; setting up the appropriate environment for learning.

Planning

Lessons should be flexible but with a firm aim. Trust has to exist on both sides so the teacher should be an authority as well as (or instead of) in authority.

There are certain questions that should be asked.

- i) Is the subject suitable?
- ii) How can I get the pupils involved in the lesson?
- iii) Have I an alternative approach?
- iv) What is my role to be?
- v) If I were the pupil, would I understand?

Syllabus

1st Year	Enjoyment. Satisfaction and achievement. Group activities involving choices and co-operation. Use drama as a method to study other subjects.
2nd Year	Developing life skills, i.e. Communication and criticism. Drama for enquiry.
3rd Year	Forms of expression lead to problem solving. Theatrical techniques.
4th Year	CSE - reacting to particular stimuli. Using drama to express individual ideas. Log book on the work they do. Masks. Theatre visits. Make-up. Lighting.
5th Year	CSE - project on some aspects of the theatre. Practical presentations.

Assessment

What must not be forgotten is that self-evaluation can be as important as pupil evaluation. Questions such as:

- i) What did the pupils learn?
- ii) What opportunities were offered them?
- iii) What problems did the pupils have to solve?
- iv) Were my aims achieved?
- v) Where do I go from here?

Assessment Cont.

To assess pupils is difficult. There must be clear criteria. Some of these are:

- i) Willingness to become involved in make-believe.
- ii) Ability to co-operate and help others.
- iii) Thought to prevail over action.
- iv) Willingness to take on various appropriate roles.
- v) Positive criticism.

Activity

At least four hours a week are spent on drama as an activity, increasing as we near the climax of any production. Over the last year we have put on three productions and another two are currently planned. The use of the new Video Theatre as a mini theatre will encourage an already thriving amount of pupils' own work.

Examinations

The EAEB Drama CSE Mode 1 paper is currently used. Hopefully this will be changed next year to the GCSE in Drama.

Communication

There are currently two members in the department who spend five periods a week team-teaching, but communication is important between drama teachers and teachers in other subjects if drama is to be used as a resource where its methods are used to learn about other areas of the curriculum. To this end I look for greater use of team-teaching and more timetabled integration between subjects, especially on the arts side.

The other source of communication is the Woolverstone Drama Handbook, as present a rough edition but useful as a further source of information on the workings of the department.

