

practical ideas & professional development for drama in education with peter kennedy

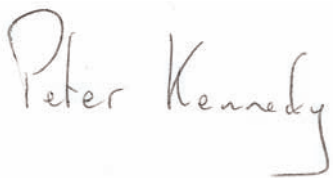
spring 2009

Welcome to my first newsletter. It is designed to give you a flavour of some of the different drama in education projects in which I am involved.

Also included are some drama ideas, drama events and drama opportunities.

Drama should always be enjoyable, engaging and challenging irrespective of the age or ability of the participants and I am privileged to work with so many schools that share this underlying principle.

If you would like to know more about anything in this newsletter or you are interested in discussing ways of developing drama in your school, please do not hesitate to contact me.



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Developing a creative curriculum

A cluster of nine primary schools in Stockport are working in partnership with me to develop a more creative curriculum.

Each school receives one visit per half term to support focus teachers by modelling strategies, planning collaboratively and reflecting on outcomes.

As a result, teachers are feeling more confident to take risks in their teaching and to plan compelling learning experiences for their pupils.



Photograph by Eleanor Babb
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What OFSTED think

Schools using drama methodology across the curriculum have been receiving praise from Ofsted inspectors:

"I recently took on the temporary headship of a school in Leeds that was having difficulty and passed on some of your ideas to one particular member of staff who was struggling with lessons as we approached an inspection...the teacher used the techniques and materials you had shared with me and was graded as 'outstanding'!"

"Enrichment and extension activities are plentiful and well-targeted; some prompt pupils to stretch their communication skills, by working with a visiting Drama Specialist. The school is investing in exciting opportunities to work with creative practitioners...this is increasing teachers' confidence in trying out new and riskier approaches to learning".

"Creativity is a key element in the school's planning for literacy skills and making learners more independent. The effects were evident when older pupils worked to dramatise Greek myths."



A drama box for Key Stage One

Why not put together a simple collection of useful props and costume items and keep them on hand and ready for drama activities?

You might start by including:

- a toy microphone to use for magic microphone technique
- two toy mobile phones to help 'in role' paired improvisations
- some hats for teacher in role and hot-seating
- a scarf for teacher in role and as a blindfold for games
- a CD with your own collection of atmospheric music
- an interesting stone or shell to be the speaker stone/shell
- a few large pieces of single colour material that can become shawls, rivers, deserts and more.

Primary arts in Cheshire

The Primary Arts Development Project forms part of the outreach work of Poynton High School and Performing Arts College.

The project aims to use the arts as a teaching and learning method across the curriculum and to empower primary school teaching staff to sustain and develop teaching through the arts in their school.

Having previously worked with both St Paul's RC and Adlington, I am currently working with Disley Primary School as their drama practitioner in the second phase of the project.

The teacher-focused approach allows non-specialists to develop at a pace that is individually suited to them.

Bespoke drama at Moat House

School age mothers who attend Moat House School have been receiving weekly drama sessions tailored to their abilities and needs.

During the first half term of 2009 I worked with pupils from Moat House School, a PRU for school aged mothers, many of whom had little or no previous experience of drama as a curriculum subject. The group focused on developing their own narrative through improvisation. This was then presented using a range of drama styles and techniques. Among the positive comments from pupils were "I have enjoyed being a different person" and "we have discovered our own acting ability".

Philosophy and drama in Stoke on Trent

Schools in Stoke on Trent are exploring the link between drama methodology and promoting thinking skills as part of 'The Dramatic Enquiry' project.

I am delighted to be involved in this project as it has influenced my own practice and allowed me to pass on what I have learned to other teachers.

Using drama to explore themes and issues has always been part of my own repertoire but linking this to a structured approach to deepen and extend pupils' thinking has taken this a step further.

I will be one of the practitioners demonstrating this approach at the forthcoming Stoke on Trent Primary Headteachers' Conference.

Drama in education conference

Manchester Metropolitan University's drama in education conference this year is 'Developing Drama Practice'.

The conference is for all teachers and related professionals in the North West and beyond and will take place on 3rd July 2009 at the Institute of Education in Didsbury.

The conference features keynote speeches from Mick Waters and Jonathan Neelands and also offers a choice of seven workshops. I have been invited to offer a workshop called 'Establishing Drama Frames in the Early Years'.

