

The Red Door School



Drama School Plan

Developed: 2020-2021

Next Review date: 2021-2022



School Plan: DRAMA

Month	Theme	Year 1	Year 2
S E P T E M B E R	Myself	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding.	
		Methodology: Games Differentiated activities: <ol style="list-style-type: none"> The students will engage in a game of 'My name is Margaret' with their class, sitting in a circle and turn-taking. They will The students will engage in a game of 'My name is Margaret', incorporating moving into the centre of the circle with support. The students will engage in a game if my name is Margaret, sitting in a circle, clapping their hands where appropriate and going into the centre of the circle and making an action for their peers to copy. They will greet their peers by names at the appropriate time in the chant. <p>My Name is Margaret: A student takes a step forward into the centre of the circle and claps their hands while saying 'My name is X' the others then repeat that, stepping closer, clapping four times and saying 'her name is X'</p>	Methodology: Developing Games into Drama Differentiated activities: <ol style="list-style-type: none"> The students will play The Name Game, greeting their peers with support. The students will play the name game more independently, walking around the room and being supported to greet their peers using their preferred method of communication. The students will play The Name Game, with an added emotions component where they are also instructed to identify their emotions, or perform emotions prompted by visual supports. <p>The Name Game: Students are invited to move around the room, avoiding contact with each other. On a signal, students stop and look for the person nearest to them and shake hands. They can say hello nd exchange names. Then the teacher calls 'walk' and it is time to walk around the room again. Pre and Non-verbal students are encouraged to communicate using signs or symbols ass appropriate.</p>
	Linkage/Integration: Literacy, SPHE	Linkage/Integration: Literacy, SPHE	
	My Family	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding.	
Strand units: Responding to movement and music activities Differentiated activities <ol style="list-style-type: none"> Responding to action songs and musical sounds, sign along with the song 'I love my family' Performing a controlled series of movements : Finger family song. Responding to music as a stimulus for dance. Guided relaxation, or playlist on the theme of My Family. 		Strand units: Acquire the instinct for developing make-believe play into drama Differentiated activities <ol style="list-style-type: none"> Free play: small world play on the theme of family, with some modelling from the teacher. Taking part in action songs and rhymes on the theme of family. Using puppets and props to communicate the story of a family. 	
Linkage/Integration: ICT, Art, SPHE, PE, Communication and Language, Music		Linkage/Integration: ICT, SPHE, Aistear, Music	
O	Autumn	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding.	



C T O B E R		Strand units: Responding to sensory stimuli in drama activities Differentiated activities: 1. Engage with and participate in an autumnal sensory story, incorporating rhythmic speech, and some motor imitation with support. 2. Explore and communicate in response to an autumn sensory story-requesting a preferred prop, or joining in at certain parts with sounds or actions. 3. Use speech and movement to perform an autumnal sensory story, which can be recorded and played back to them.	Strand units: Responding to sensory stimuli in drama activities Differentiated activities: 1. Respond to sensory stimuli and use their functional communication to participate in an autumn sensory story, using instruments or their voices to build a soundscape. 2. Choose between different textures and materials when collaging autumnal props to be used in a sensory/ sound story. 3. Wear stage make-up or face paint on their faces or on their hands, and photograph themselves for an autumn display.
		Linkage/Integration: Literacy, communication, Maths, SPHE, Geography, ICT	Linkage/Integration: Literacy, Communication, Maths, SPHE, ICT, Visual Art, Music
	Halloween	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding. Strand units: Acquiring the instinct for turning Make-believe play into drama Differentiated activities: 1. Explore materials/ costumes in a dressing up box. 2. Engage in role-play sustained by a dressing up box. 3. Move from dressing-up play into making dramas and stories about the dressed up characters. All levels: be photographed as they dress up, and look at images of themselves in role.	Strand units: Acquiring the instinct for turning Make-believe play into drama Differentiated activities: 1. Taking part in Halloween songs and action rhymes, for example five little pumpkins. 2. Take part in small world play on the theme of Halloween, for example ‘the haunted house’, ‘trick or treating’ 3. Create and sustain an imaginary concept, using concrete objects and activities to guide them, e.g. a haunted house or witches cave sensory story.
		Linkage/Integration: Attention Autism, SPHE, ICT, Literacy, Music, Visual Art	Linkage/Integration: Attention Autism, SPHE, ICT, Literacy, Music, Visual Art
N O V E M B E R	Planet Earth In Space	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding. Strand units: Experience how the use of space and objects can help to create the reality of the make-believe world Differentiated activities: 1. Be responsive to the teacher’s use of a space-related object in Attention Autism: bubble rocket, glitter stars, planet mobile etc. 2. Help to create a themed make-believe area, through the use of props, objects, or pictures. Watch recordings of themselves interacting with the make-believe space. (possible ICT link- green screen?) 3. Become aware of being part of a make-believe space of location, participating with language or action in a sound story on the theme of space.	Strand units: Experience how the use of space and objects can help to create the reality of the make-believe world Differentiated activities: 1. Engage with a sensory story on the theme of space, using tactile and sensory stimuli to evoke a sense of place. 2. Experience how the use of space and objects can help to create the reality of the make-believe world, using recycled materials and classroom furniture to collaboratively construct a space ship for example. 3. Use a widening range of materials and props to create a make-believe world: puppet or small world play on the theme of space with a set created by the students.



		Linkage/Integration: Science, Visual Art, Attention Autism, SPHE	Linkage/Integration: Science, Visual Art, ICT, Literacy, Drama
D E C E M B E R	Winter Celebrations	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding.	
		Strand units: Develop the ability to perform in role as an integral part of the action	Strand units: Develop the ability to perform in role as an integral part of the action
		Differentiated activities: <ol style="list-style-type: none"> 1. Participate in a short Christmas performance with assistance, using a simple motor action, e.g shaking a bell, giving a present to another child. 2. Take on different roles, as part of the action e.g. use a prop to help them 'become' Santa, Rudolph or a Snowman, for the duration of a Christmas carol, or sensory story. 3. Play the part of Santa, and give pretend 'gifts' to their classmates at group. <i>If using verbal language, be encouraged to adopt a big booming voice and a 'ho ho ho'</i> 	Differentiated activities: <ol style="list-style-type: none"> 1. Take on the role of teacher for one part of morning group. Use a prop/ object of reference to indicate when their turn is finished. 2. Carry out a short familiar routine with decreasing assistance-participating in a Christmas role play/ sound story for example with a different prop/ action for every turn. 3. Use their emerging awareness of the differences in people to develop an understanding between role and character. Use a drama board to determine who will take a role each day. (Could use a dice with their faces on to make a game of it)
Linkage/Integration: Literacy, SPHE, ICT, Music.	Linkage/Integration: Literacy, SPHE, ICT, Mathematics		
J A N U A R Y	Winter-hot and cold	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding.	
		Strand units: Respond to Music and Movement Activities	Strand units: Respond to music and movement activities
		Differentiated activities: <ol style="list-style-type: none"> 1. Respond to musical sounds/ recorded music. Observe and be supported to engage with the Primary movement programme/ Adapted version of the drum game where they mime drumming to a music track. 2. Respond to music as a stimulus for dance. Engage with the primary movement programme/ participate more independently with the drum game, where they take turns and gesture towards the student whose turn it is. 3. Rehearse and perform more complex, clearly expressive movement: more complex version of the drum game, where they pace their movements to the rhythm and engage in quicker turn-taking. <p>The Drum Game: The class mimes accompanying a musical track with drums, they sit or stand behind an imaginary drum kit. They can do fancy flips, etc. while interpreting the music. After a while, the teacher calls out 'Spotlight on X' X continues playing as a solo drummer while the other students gesture towards them.</p>	Differentiated activities: <ol style="list-style-type: none"> 1. Respond to musical sounds/ recorded music. Experience free movement to music on the theme of winter, hot and cold as well as movement to action songs. 2. Perform a controlled sequence of movements, using motor action flashcards to support them (This could involve the lamh signs for weather if targeting lamh in the setting). Contrasting summer and winter music to encourage engagement with the theme. 3. Explore ideas imaginatively and communicate feelings through dance and movement. Free movement time, with visual supports to a range of different songs reflecting emotions. Staff to model emotions for the students to foster understanding.



		Linkage/Integration: SPHE, Geography, PE	Linkage/Integration: SPHE, PE
	Weather	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding.	
		Strand units: respond to sensory stimuli in drama activities	Strand units: Respond to sensory stimuli in drama activities
		Differentiated activities: <ol style="list-style-type: none"> Children to request which they want to be, and to engage with a sensory story about the weather, using their preferred prop for the appropriate part of the story. Explore and communicate about the objects in a sensory story based on the weather. (The Weather book, The rainy Day, Eva and The Perfect Rain) Make choices between a variety of materials and textures while collaboratively creating a weather sensory story as a class. 	Differentiated activities: <ol style="list-style-type: none"> Kim's game: Weather. Teacher to open a sensory weather bag, each item pair with a motor action (lamh sign or otherwise) and a word or sound. Kim's Game weather: students to label, request and perform an action with sensory weather props. Kim's Game weather: Students to remember what is in the bag, and predict what will emerge next. Kim's Game: Teacher sets out a number of objects from the prop box on a tray or cloth, the group is given some time to concentrate and memorise what is there. Objects are removed and students attempt to recall them.
	Linkage/Integration: ICT, Maths (Data), Visual Art, Geography, PE (outdoor and adventuring), Language and Communication	Linkage/Integration: ICT, Maths, SPHE, Visual Art, PE, Language and Communication.	
F E B R U A R Y	Love	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding.	
		Strand units: Develop Awareness of how they as part of a group, helps to maintain focus in the dramatic action.	Strand units: Develop Awareness of how they as part of a group, help to maintain focus in the dramatic action.
		Differentiated activities: <ol style="list-style-type: none"> Teacher in Role: Love Monster and The Last Chocolate (or another love-themed book). Explore cause and effect- giving the teacher a chocolate, or accepting one from them while in role. Actively take part in short, whole-class performances. Read a love-themed story, and further interact and participate in responding and following the story with Teacher-In-Role. Collaborate in actions with others- follow a social script with a friend in the class, to practice a skill, for example turn-taking. 	Differentiated activities: <ol style="list-style-type: none"> Use objects and props in a familiar sequence within the drama- empty the story box at the beginning of story time and examine the props that will be necessary for the story, putting them in sequence together with the teacher. Participate in dramatizing a portion of a storybook, and respond to questioning about their role, with their own form of communication. Read/ Perform a story as a class, and record it on video. Use movement, voice and gesture, where appropriate to convey their meaning.
	Linkage/Integration: SPHE, Language and Communication, Visual Art, ICT	Linkage/Integration: SPHE, Language and Communication, Visual Art, ICT	
	Animals	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding.	



		Strand units: Respond to change in atmosphere in drama activities Differentiated activities: <ol style="list-style-type: none"> Become aware of a sense of occasion and make believe when experiencing drama activities- puppet play with different animals, with a special box that they all come out of and go back into. Anticipate a sense of change in atmosphere- teacher to use puppets, voice modulation to build anticipation and convey emotion (could use an emotions core board/ five point scale or ALERT speedometer to check in with characters emotions at certain points throughout the story) Contribute to a change in atmosphere by responding appropriately to a cue or signal. Sound story where the teacher counts down 3, 2, 1 and they all make a noise or do a motor action to build atmosphere (with props or shakers if they are non-vocal) 	Strand units: Respond to change in atmosphere in drama activities Differentiated activities: <ol style="list-style-type: none"> Participate in setting up and tidying away after a drama class. Placing the materials back in the correct box, etc. Story-time/ Drama in the sensory room. Experience the use of contrasting elements of light and darkness, sound and silence and movement and stillness to evoke the atmosphere in a story (My many coloured days could be lovely for this, or Rainbow fish) Co-operate and collaborate in performing for their peers in other classes. Invite a friend to join in a drama lesson, or record a story for the younger classes to enjoy!
		Linkage/Integration: SPHE, communication and language, Maths (Time)	Linkage/Integration: SPHE, Communication and Language, Maths (Time)
M A R C H	Mother's Day St Patrick's Day	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding.	
		Strand units: Develop awareness of tension in the drama	Strand units: Develop awareness of tension in the drama
		Differentiated activities: <ol style="list-style-type: none"> Revisit the name- game , and use visual supports and countdowns to identify whose turn it is. Participate in a simple game of musical chairs, sitting when their music stops. Participate in a guided story session, where their decisions impact the outcome- example- Will Jack go to the shop or the post office? 	Differentiated activities: <ol style="list-style-type: none"> Kim's Game: to explore and anticipate St. Patrick's Day/ Mother's Day related items, using a countdown before each item is removed from the bag. Role play the post office, and put stamps and post their mother's day cards. This could culminate in a community trip to the post office. Role Playing the post office, but in a more detailed way, practicing waiting in a queue and buying stamps.
	Linkage/Integration:SPHE, Attention Autism, Drama, Literacy, Art, Mathematics	Linkage/Integration: SPHE, Attention Autism, Drama, Literacy, Art, Mathematics, Geography	
	Spring	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding.	
		Strand units: Develop an awareness of significance in drama	Strand units: Develop an awareness of significance in drama
		Differentiated activities	Differentiated activities:



		<ol style="list-style-type: none"> 1. Spring sensory story, with fairy lights, bird song, a fan and flowers to support their understanding of the significance of the change of season. 2. Spring sensory story, with fairy lights, bird song, a fan and flowers- the children to use their core vocabulary boards to communicate their experience and identify what the sensory experiences and objects of reference signify. 3. Developing and building their own spring sensory story, selecting or creating suitable materials/ sounds to accompany it. 	<ol style="list-style-type: none"> 1. The Very Hungry Caterpillar sensory story- exploring real and representational items, and expressing engagement with the sensory elements of the story. 2. Engaging in a sensory story and then looking back over it, and sequencing three-picture stages of their participation to examine the structure of the drama. What came first? What was last? 3. Participating in a movement activity around the life cycle of the butterfly, and sequencing pictures of the creature, and their own movement. What did each movement signify?
		Linkage/Integration: SPHE, Mathematics (Time), Language and Communication.	Linkage/Integration: Visual Art, Language and Communication, Maths (Time), SPHE, ICT
A P R I L	Air and Water	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding.	
		Strand units: sustain interest for the duration of the drama	Strand units: sustain interest for the duration of the drama
		Differentiated activities: <ol style="list-style-type: none"> 1. Sustain interest in a task for moments of active participation: engage in stage three of attention autism, recognising their name, and showing excitement and understanding of their turn. 2. Independently seek to help teacher-in role in Drama: sensory Story on Oliver Jeffer's To Catch a Star (or similar), helping the teacher to find the star in sand, water, air, etc. 3. Stage three of attention autism: watching their peers take a turn and standing up and participating independently when their name is called. 	Differentiated activities: <ol style="list-style-type: none"> 1. Sensory story about air and water: showing interest and engagement in the story. Having their experience photographed and shown back to them to reflect upon it at their level. 2. Choose a story or preferred drama game to participate in during group, and predict 'what comes next' using visuals to help support their answer. 3. Use a visual schedule to sequence their drama lesson, choosing in what order the activities will happen.
	Linkage/Integration: SPHE, Maths (Time)	Linkage/Integration: SPHE, Language and Communication, Maths (Time)	
Easter	Strand: Drama to explore feelings, knowledge and ideas, leading to understanding.		
	Strand units: develop the ability to reflect on the action as it progresses	Strand units: develop the ability to reflect on the action as it progresses	
	Differentiated activities: <ol style="list-style-type: none"> 1. Attention Autism Stage Three: Sausages in the pan or wake up, teacher: experiencing the immediate consequences of their actions within dramatic play. 2. Sensory story on Easter- making guided choices about what to engage with 	Differentiated activities: <ol style="list-style-type: none"> 1. Sustain interest and engagement during a social story with sensory elements about a visit to the dentist/ doctor/ hairdresser. 	



		<p>3. Social scripting appropriate behaviour in a situation, e.g. the dentist' office, the doctor's waiting room.</p>	<p>2. Participate in simple activities and social scripts for the dentist/ doctor/ hairdresser, making choices, and trying a variety of different roles.</p> <p>3. Social scripting: pretending to be the doctor/ dentist, and showing consideration and respect for their 'patients' in the role play.</p>
		<p>Linkage/Integration: PE, Mathematics, Language and Communication</p>	<p>Linkage/Integration: PE, Literacy, SPHE, Language and Communication,</p>
MAY	Outdoors	<p>Strand: Drama to explore feelings, knowledge and ideas, leading to understanding.</p>	<p>Strand units: Experience the relationship between story, them and real life experience.</p>
		<p>Strand units: Experience the relationship between story, them and real life experience.</p>	<p>Strand units: Experience the relationship between story, them and real life experience.</p>
		<p>Differentiated activities:</p> <ol style="list-style-type: none"> 1. Work on greeting visitors, with teacher in role and contrived opportunities with visitors from other classrooms. 2. Make some video modelling for their class on skills they have e.g saying hello with Tim, sharing with Jessie, turn-taking with Angela. 3. Read a range of stories based around social situations, and comment on them, or play the Socially speaking board game in small groups. 	<p>Differentiated activities:</p> <ol style="list-style-type: none"> 1. Work on asking for help with their words/ functional communication. (contrived situations and modelled role play with teacher and tutors) 2. Engage in role play and social stories that feature people in our community, that help us: Guards, People in the Shop, etc. to prepare them for a community outing. 3. Explore the role of one particular community helper, e.g. The Postal worker, and make choices in role about practical issues that face them.
		<p>Linkage/Integration: SPHE, Mathematics (Time), ICT, Language and Communication</p>	<p>Linkage/Integration: Attention Autism, SPHE, Mathematics, Language and Communication, Geography</p>
JUNE	Holidays and Summer	<p>Strand: Drama to explore feelings, knowledge and ideas, leading to understanding.</p>	<p>Strand units: Develop an Awareness of being part of an audience</p>
		<p>Strand units: Develop an awareness of being part of an audience</p>	<p>Strand units: Develop an Awareness of being part of an audience</p>
		<p>ALL STUDENTS WHO CAN: Have the opportunity to attend a dramatic performance.</p> <ol style="list-style-type: none"> 1. Watch a recorded series of videos of dramatic play they and their peers have made over the year 2. Have Cinema time, where they watch clips from different films, make choices and respond to questions about the scenario using their functional communication. 3. Go on a school trip to see a play or performance, or have an autism-friendly performance visit the school. 	<p>School play.</p> <p>Each class to work on a little performance/ group. This could be a preferred sensory story, a more complex role play, a short film or a show reel of drama from the past school year.</p> <p>One or more visitors (students from other classes, staff members from other rooms, the principal or a parent) will be invited to be in the audience for this performance.</p> <p>The audience members will be prepared with a social story. The rules of being in an audience.</p>



			An alternate activity could be a trip to a relaxed screening of a film, with social story and role play used to prepare the students for their outing, and to highlight the behaviour expected of an audience member.
		Linkage/Integration: SPHE, Language and communication, Maths (time).	Linkage/Integration: visual Art, Language and Communication, SPHE, Literacy, Maths, geography.

Personal and Social Skills	✓
Play and structured activities	✓
Mathematical Skills	✓
Physical Skills	✓
Use of ICT	✓
Attractive Materials	
Aesthetic and Creative Skills	✓
Communication Skills	