

Aspects of Drama Literacy

These are statements taken from the Evaluations of the Pilot Teachers who trialled the Resource for us so far throughout 2021-22 and from schools that have bought into the resource and are using it now.

We have also added student comments that the teachers included. It's interesting that many of them mention the same kind of things that have made an impression on them.

The resource has different aspects to it and we have set out the comments to highlight this.

The Teacher training aspect of the resource is also a key element and although we haven't included a section on this you will see highlighted references (yellow) throughout about how teachers feel it is impacting on their own practice.

Teachers On General Aspects Of The Resource

My class feel they know you and all personalities from the super confident to the quiet and shy are responding so well.

Outcomes of each lesson clearly shared in teaching resources.

From a teacher that Louise and I taught as a student - I am really enjoying it. Despite my years of drama classes (thanks to you both) I still found it tricky to run a drama lesson. I feel this has already improved my practice. Thanks to you both!

The resource is fantastic and a brilliant asset to the classroom. It is easy to use and a lot of fun!

Children feel they have built a relationship with Julie and Louise as the resource is done in a personal way.

I think the resource is great! I love that the whole lesson is planned out. Using background music made such a difference during the mime scenes as usually the children would be talking to each other.. Thank you, ladies. My class can't wait for the next set of lessons!

Seeing Julie and Louise perform has been really engaging as well as watching each other.

I have a composite class (2/3) and thought that the content was pitched perfectly for all of the children in my class.

I definitely think this is a resource that most schools would want to have access to. I think schools would enjoy the drama aspect of the videos as well as the literacy linked tasks.

I really like the fact you give a good example and good models before they do anything. **As someone with very little drama experience, I may not have had the confidence to show examples so it made it** much easier for them to follow.

As someone else mentioned, it really is like having visiting drama specialists in the classroom. Pupils respond well to the fresh approach and change from the class teacher!

They are always left wondering what will happen next week and looking forward to that!

Yes, it is a simple to use, well explained and has good links to follow up literacy tasks.

Everybody loves Drama! When they notice the Drama symbol on our timetable you can hear an audible 'YAY!'

The amount of content is perfect. The children are engaged for the whole session without becoming tired or needing toilet breaks.

Students On General Aspects Of The Resource

'It was amazing – I like the part that they were putting things on the food. It was something different.'

I used to not like drama but now I like drama because the lesson was really fun.

It's really fun to do and they took their time to make it.

They are good at doing the acting. It's a little bit cheesy.

I think it's cool that one of the people changed their voices into a posh voice.

I love how they took their time and they are really good at acting. I like how they use props.

I like that they do the acting then say afterwards what to do. I think it's really fun to do.

'Amazing'

"We like the idea of having a different theme each time."

"This is great!"

"The ladies are really funny!"

'I've enjoyed the whole thing, but I really liked when we could be a bit silly and goofy, especially with the headlines task.'

"Thank you for these brilliant drama lessons!"

Fantastic.

Awesome.

"The captions are helpful for us to follow along"

" I have really enjoyed working with Julie and Louise"

"Really fun and it was easy to act out."

"It's very fun"

"Can we perform our scene first?"

It was great that we could change the idea to our own but also good that we had an idea to begin with that we could change.

Teachers On The Drama Aspects

Confidence to present their work has improved the most. Also, their understanding of different drama terms such as mime, tableau, dialogue, facial expression.

As a teacher who recognises how difficult a subject this can be to teach for those who don't feel confident, this resource is perfect... because it's led by experts – without the intimidation of actually having someone in the room. The students have really progressed in their characterisation skills. I have noticed a huge difference in how they can portray a character from when we started to completing the final lessons.

I have loved watching them volunteer to perform especially my shy ones. I love the ideas and it is great for sparking other ways of linking drama and literacy.

Many people are not confident with drama and that is due to the lack of resources available. Having the videos model expectations is a great way to get more staff on board.

It has been a joy to teach drama again and most welcome in our class. The children really have needed this at this particular time.

The structure helped those who tend to get stuck thinking of ideas, but gave the more imaginative plenty of scope to come up with their own plans for how the before and after turned out.

They have been really excited to add their own ideas and be creative with the stories.

Seeing how the children interacted with you both gave me goosebumps, as they were completely captivated. I'll be honest it's been a while since we've done 'proper' drama but seeing the children so engaged and animated, particularly some of my wee quiet, shy ones was astonishing.

The kids have loved the humour – and it's great to see them laughing at furniture being thrown into the van etc. but at the same time trying to make a good scene to show everyone. It's great to have short scenes to practise – they are snappy and quick and then we are onto the next part of the story before anyone has lost interest.

The three or four chances for "Over to you" time, keeps them thirsty for more.

Students On The Drama Aspects

"The ladies' mime skills are off the hook!"

'Good, I liked being the present' 'I liked guessing' "I liked acting the present"

'I liked when the audience guessed' 'I liked miming'

The mystery in it (The Present) makes it good.

We thought it was funny when the waiter put the pizza on the customers head.

You have experienced the different roles so can see from their point of view

Liked the expressions/ actions/ faces.

We found it hard to keep a straight face.

Miming- not talking was hard/ doing things in order was tricky.

Easier to visualise what was happening

The mime can be confusing and I'd prefer words to be spoken.

Very good fun. Enjoyed working with different groups.

Good that we all did the same as we could talk about it!

Really good to do lots of different roles.

Made you feel like the characters

I felt anxious at the start as I don't like people watching me but I really enjoy watching other people perform.

I really enjoyed doing drama again and liked it when half the class showed their drama to the other half because it felt like less pressure.

"It has been fun and we have been able to act out humorous scenes"

Teachers On The Literacy Aspects

My pupils have enjoyed using their learning and implementing it into another aspect of the curriculum.

We did a newspaper article after completing the Mystery at Morton Manor and the writing was great. They included extra details and were able to show a clear beginning, middle and end to their writing.

The children are more willing to spend time on it to get their full story told, to match what they've acted out.

I've used some of the suggested writing ideas, **and for others I've done my own thing**, depending on what I thought would work best for my class.

My pupils have really enjoyed the writing tasks, particularly when they've worked together, as for the scriptwriting and interview tasks.

The class worked well on the lessons where writing was embedded. I have some reluctant writers in my class, and this felt **like an almost sneaky way to get them writing!**

The children are already engaged and have good knowledge of the subject to write about. They are more eager and willing to write.

I also feel that **the drama has really helped the less able writers in my class** to write more detailed pieces of work. The fact they have created/acted/performed the drama and watched others this is helping them with their ideas and creativity in their writing.

Using the drama in their writing has also engaged them during writing as they are writing about something they have experienced.

How important it is to **give pupils ideas and real life situations for certain writing tasks** as this has given them a context rather than them having to use their imagination! I've always found drama really useful for written tasks too, because having lived it, it's so much easier to write about.

They are more excited and engaged during writing, and have produced longer and higher quality pieces of work.

I had expected the script writing to be challenging, but the children really enjoyed it. Instead of writing the script individually, they wrote them in their groups.

They enjoyed the comic strip activity bringing their characters to life on paper. It fitted in well with our recent grammar work on speech marks.

It has been helpful for those who struggle with writing in general, as they are filled with ideas which they write down, and then we can look back over it and edit it etc.- rather than battling to get ideas out and then check for punctuation and grammar etc.

The students have enjoyed the literacy tasks as it allows them to have a more in depth think about the characters and the scenarios. I feel that expressive arts as a whole is a badly neglected area and to be able to offer the children a quality drama resources has been a treat.

Pupils have been very engaged with the literacy side as it links through well from the drama and have been able to produce some fantastic literacy work.

They have been really excited to add their own ideas and be creative with the stories.

The benefits to their listening and talking are huge, and speaking like the character they are playing has helped some of them to understand reading with expression.

All of the literacy lessons that we've followed up with have been richer for the drama work that's preceded it and the children have had lots of ideas for writing and incorporated lots of detail.

While I felt confident delivering literacy lessons, having the drama lessons hook my learners in has absolutely helped engage them in their written tasks. They seem more confident.

I have an autistic child in class and was unsure as to how he would respond but to my delight he has thrown himself into it and has, for the first time this year, been willing to write independently.

Generally, I can see greater enthusiasm for writing across the entire class. I have a number of very reluctant writers and the first week I actually had to video the class completing their storyboard as they were all focused and on task. It was great to see!

The content of the pieces the more able children are producing has definitely improved with regards to the detail they are including and the descriptive words and phrases they are using. I find when I explain the writing task during the drama lesson it helps the children think about how their scene will help them to complete the associated written task.

Students On The Literacy Aspects

'I think having the literacy activities to do will help people with their reading and writing'.

'Doing the writing bits was good as we hadn't written scripts for a long time'.

"Drama can help me get ideas to write."

"I can't wait for Thursday so I can write all about the object that comes to life."

"Acting out before I write my story helps me be clear on what it is I am writing about."

"We could make a script of what the characters say"

"It gives us ideas about stories to write and the characters to use."

"It helped to remember when planning writing"

"Can I draw an advert" (after writing persuasive advert for bookshop)

"I found doing the drama helped me think of things to write about"

"The drama helps to give me ideas for writing"

"It was fun writing a recount using a comic strip"

"Direct speech is much easier after writing a script"

"I didn't like taught writing that much but I love drama and now drama helps me with great ideas for my writing so it's not as hard" P7

"Drama has helped me feel more confident in myself and we've written our own scripts. I didn't think I could do that!"
P7

I didn't like taught writing but the writing we do with drama is fun like storyboards and restaurant reviews and I'm starting to like it more – P7.

My favourite part has been writing my own script. It's been challenging but really enjoyable P7.

It was easier to write because it was in small chunks and was then added to so I could make my writing longer.

Easier to think of paragraphs because of the different videos.

"It helps my writing by helping to express myself."

I think the drama helps me with writing because we learned how to write scripts.

The drama helps me to write in a different point of view.

Writing a script helps me think a little bit more on what I would like to write.

It helps me work better when I'm writing because I have to think of what other people are saying and we have to work together.

It's really fun and it helps me express myself more.

Drama literacy helps us to write together and not just on our own.

"I liked working with my classmates to create our own script"

"I have really enjoyed these drama lessons as they have helped with my literacy."

"I think that drama would definitely help with my reading and writing."

Because we acted it out it was in our brains and so easier to write about.

Because you've done it you know what vocabulary to use.

"I liked writing about what happened next to the removal man."

I read out my script and had to make voices.

“It was fun drawing the characters from the bookshop.”

“Drama can help me get ideas to write.”

“Acting out before I write my story helps me be clear on what it is I am writing about.”

“We could make a script of what the characters say”

“It gives us ideas about stories to write and the characters to use.”

“I liked the stories”

“It helped to remember when planning writing”

“When are we doing it again?”

“Can I draw an advert” (after writing persuasive advert for bookshop)

“It helps my writing by helping to express myself.”

I think the drama helps me with writing because we learned how to write scripts.

The drama helps me to write in a different point of view.

Teachers On Behavioural and Emotional Aspects

My pupils are also bringing in Emotion Works into the drama and literacy lessons. I have noticed my class bond together more and their teamwork skills are improving as a result of this. Especially after the year they have had with Remote Learning, they have benefited so much from doing more social, active tasks through Drama, working together and developing those connections again.

No one has said they do not wish to take part.

It is very inclusive as all children in the class, whatever their needs, can participate and have fun.

They have such ownership that their attitude is much more positive.

The children have really enjoyed the lessons and have loved sharing their work with the rest of the class.

We are seeing the confidence in our quieter children grow and it went from only a couple of pairs sharing in the first week to all children wanting to get up and share by the third week which for some of our children is a huge positive.

I have noticed an improvement in their behaviour which I have put down to the very active approach. The quieter pupils loved miming – it gave them a change to be at the forefront of attention without fighting for it.

So much enthusiasm! We have completed the comics and now planning to write a diary entry from the point of view of the waiter or the customer. We did a bit of hot seating today and I was so surprised to see how so much imagination in their question/answer session.

I have found their enthusiasm for mime has improved their ability to work in teams.

It has been a joy to see 'different' sides to the pupils when they are participating in Drama – it is very easy for them to follow your examples and many adapt them in unique ways, developing the skills involved.

It is effective for developing confidence and supporting talking and listening skills, as well as providing support for developing ideas and structure for writing.

The development in the pupils' talking and listening skills has been amazing.

I know they will be disappointed when the lessons are finished.

The majority of the class find the active learning more fun than a traditional writing lesson.

Students On Behavioural and Emotional Aspects

'I think I have learned to be more confident during drama.'

"I thought drama at first was kind of boring then I started to realise how fun it was."

"I am so happy it is Tuesday because that means we are doing drama."

"It was really funny, I liked watching what everyone had done" (Removal Van)

"Yay we have Drama"

"Drama is so much fun"

Doing drama in class has answered my prayers! P7.

Doing drama in class has strengthened my love for it. P7

A little embarrassing at first

" I love it - I find it really good fun!"

Helped me be more confident.

A few weeks ago, we started doing drama in class and I was so excited as it helps me explore my emotions – P7

"It's great to work with my friends!"