

Drama Literacy Resource Access Information

This Drama Literacy Resource is in the process of being built. With a 3.5 year backdrop of in-school research, we have now completed two Pilot Studies in the Summer and Winter Terms of 2021 with teachers from across Scotland. The excitement and enthusiasm of students has been unanimous and teachers have submitted excellent evaluations and feedback.

Module 1 and Module 2 and a partial Module 3 are available now.

How Schools Are Using The Resource

Most teachers are using the resource within their weekly programme, alongside other lessons.

We found that the consistent, regular use of Drama Literacy in the classroom motivates the students, giving them ideas to talk, share and write about.

The transference from Drama the physical activity to the reading and writing aspects become natural. Teachers have mentioned this even in the early pilot stages of using the resource.

The continued interactive experience of then **sharing their writing** with partners and to the class highlights to the students that the presentation of their work is also very important.

Students realise that they will need to edit their creative first drafts, attending to punctuation, grammar, spelling and handwriting in order to successfully read, present and share their written pieces.

Opportunities to continue the interaction and performance, using and sharing their writing motivates interest in the literacy aspects and ultimately propels the attainment.

Reading aloud and sharing their work in this way also brings the written activity back into a Drama/presentation activity so the cycle of Drama>Writing>Drama is the key to the resource success.

We've also been told that class teachers now have a valuable, meaningful source of student content to draw on when they are teaching technical aspects of writing.

Here are a couple of examples of current in-school implementations of the resource and comments:

Just wanted to give you a bit of feedback on the Message in a Bottle drama literacy lessons that we did.

It went really well and the class enjoyed taking part. They loved the conscience alley, we did it quite a few times because they really responded to it. They were keen to write their replies to Alex and although some of them needed a bit of guidance, they all succeeded in the task. Quite a lot of them wrote in their reply that they would just 'get a doctor', so we discussed keeping Alex's secret and how they would just 'get a doctor'! Replies to Alex were quite similar in my class - get a doctor who is a family member and will keep their secret or bring supplies to Alex to help him themselves.

They didn't bring up the safety issue of going to the bothy to meet Alex so we just went with it. When they acted out their scene for what happens next (lesson 2) I would say quite a few changed their storyline from what they had written in their reply to structure their scene like yours. So those who said they would bring supplies were actually acting out a doctor scene. Or those who were bringing a doctor to the bothy were in the hospital filling out a form. I questioned them a bit about this and reminded them about their reply to Alex but didn't make them change their scene.

The last scene to end the story had a bit more variation, from Alex making friends to Ollie/Chris going for a cup of tea with Alex in the bothy! They were happy to write their stories (sometimes we lack enthusiasm to write!) and I let them do this on iPad as they were working in pairs. They used a mix of narration and direct speech. Some weren't too sure how to narrate that the story has moved on, so that would be a teaching point for me next time. Michelle Smith, Canal View PS

After championing Drama Literacy to the rest of the school following the pilot last year, I'm delighted that all classes from P2 to P7 are now engaging with the content in Module 1 and the reports from teachers are hugely positive.

We are currently updating our writing resources across the whole school and are now starting to use Pie Corbett's Talk for Writing framework. In a recent discussion, we all agreed that the drama literacy work fits in very well with that framework as your lessons always provide a clear and understandable stimulus/basis to build on for extended writing.

Practically, running the two things together does often mean that lessons and the associated writing take longer to get through so a lot of teachers will do one video lesson every two/three weeks and take a lot longer over the writing that comes from it. We think this slower, in-depth approach is working well for us though.

I'll be sure to let everyone know about the overview of Module 2 and look forward to trying those lessons out soon!

Rognvald Martin Brae PS, Shetland

"All classes began using the lessons at the same time, as we have a number of children due to move on to the next level in Writing at the start of December. We are hoping that the extra opportunities that the lessons give for developing writing skills will help to push several children towards achieving the necessary phase of a level. The children I have spoken to are all enjoying the lessons too".

Kirsty Filsell - East Wemyss PS, Fife

"The teachers have all been asked to complete at least 4 lessons this term and more if they wish. I did a p5 lesson with a class that had never done it before, and it was brilliant - a boy with behavioural issues really shone, and he engaged for the whole lesson (just over an hour) which is unheard of. They worked together really well and had a great noise level. Another p5 colleague has completed two lessons, and again the response is very positive. Her children really enjoyed it, they really liked the mime and so did she, and she really appreciated that she could put on the lesson with very little time spent preparing and that it was good to go. "

Ruth Robertson - Carnegie PS, Fife

P7 have completed the park bench lessons which they enjoyed.

We have started the Voyage lessons today and I wanted to feedback that we loved the theme of characterisation, so we did a writing task on that rather than writing a list of arguments for and against exploring why the ship suddenly stopped. Writing a detailed paragraph about a character of their choice fit with our writing outcomes much better. They were able to connect better with the characters which I hope will also support their acting too. We talked about using metaphors and similes to describe the characters personality and looks. The class are excited to continue to series of lessons.

Rachel Finlayson - Pirniehall PS Edinburgh

"I teach a Primary 7 class and have found the 'Over to You' Drama Literacy resources brilliant for inspiring high quality imaginative writing from my class.

My learners are always more prepared to face the fear of the blank page when they have previously acted out scenes, discussed the story and imagined settings and characters with their peers. I would 100% recommend the resources for both enthusiastic and reluctant writers. I have noticed a huge improvement in use of adjectives, story structure and creativity in my learners' writing as a result of the project. Thank you The Drama Studio!!" Rosie Arbuckle, Canal View PS Edinburgh

Access To The Resource

We intend for this resource to be interactive and responsive in nature, constantly evolving and expanding. Teachers suggestions and feedback is being woven into both existing lessons and those that we are working on now.

For this reason access to the resource is by subscription. Schools pay for access to the teaching videos over a period of time (eventually for a full year, but at the moment for a part of that time as the resource is being built).

We ask that when a school subscribes, a member of staff is the Go To Person for us to share the Drama Literacy page link. This is working very well so far and teachers have readily volunteered to be their school representative.

Whenever there is an edit, an add on, a set of new games, additional lesson plans that enable teachers to try lessons for themselves, then the changes/add-ons will be made straight on the video page so that it is easy for teachers to get the most up to date versions and new items. **In this way we will be continuously working on the material.**

We feel that only a subscription type set-up for the resource will ensure a responsive approach on our part and also ease of organisation and communication between us and the schools.

Price

You can see in the Individual Module Overviews what the subscription costs currently are.

How Schools Are Paying For Drama Literacy

1. LA, School Budgets

Most schools currently pay through their LA set-up or school funds on receipt of an Invoice.

2. Parent Councils /Parent -Teacher Associations

This method is also becoming popular as parents have heard about the resource through their children and have had conversations with teachers about it.

In fact the students have been fantastic ambassadors of the project - we've heard that they've been recommending it to their fellow-students in other classes, re-enacting the scenes at home and in the playground and writing stories at home about the lessons. Their parents have picked up on all of this.

As a result, parent /school groups are also stepping in to pay for the resource.

We know from our own independent classes, est. in 1993 and highly successful here in Edinburgh, that parents really value this type of activity, seeing how it helps their children in so many ways- creatively, behaviourally, confidence - raising, socially and they can see the potential of this idea, using Drama to bolster Literacy Attainment.

If your school budget is tight therefore, we highly recommend you have a word with your parent groups, especially if your teachers have piloted the lessons already and students have been highly motivated by the lessons as so many teachers have commented on.

Online

You can also pay on our website.

Hopefully this gives you a clear idea of how this resource works and is being accessed.

If you are interested in buying into it just drop us an email and we will draw up your invoice.

The only other thing would be to appoint a staff member to take on the representative role to receive the Links to Resource page.

It would be great to have your school take part.

Julie and Louise