

Feedback From Drama Literacy Pilots Spring 2023

TITANIC

"I just wanted to say thank you for giving me the opportunity to pilot the Titanic Drama Literacy. My class dread writing each week and this really gave the writing a purpose. They loved creating the drama scenes. I also enjoyed the fact that the writing elements were short pieces as it allowed my class to think carefully about what to include in their writing. I do have a rather able class with a few who do need a lot of support with writing but the writing these children did produce was fantastic and they could do it unassisted. We also did a Titanic topic alongside this and the children were able to use what they had learned to inform the drama scenes they were creating. The four lessons was a perfect amount too.

Overall I was delighted with how much of a success this pilot was and I would definitely do another Drama Literacy with my class." Meghan Hart, Rochsolloch PS

"These lessons were fantastic, my P6/7 class engaged so well in the writing process and were producing excellent pieces of work. It brought the writing process to life, and was meaningful with an engaging topic. Watching the videos really allowed everyone to gather ideas equally before practicing and performing their drama. I loved that everyone could contribute with the clear differentiation I could provide!

I have recommended this scheme of work to anyone that will listen.

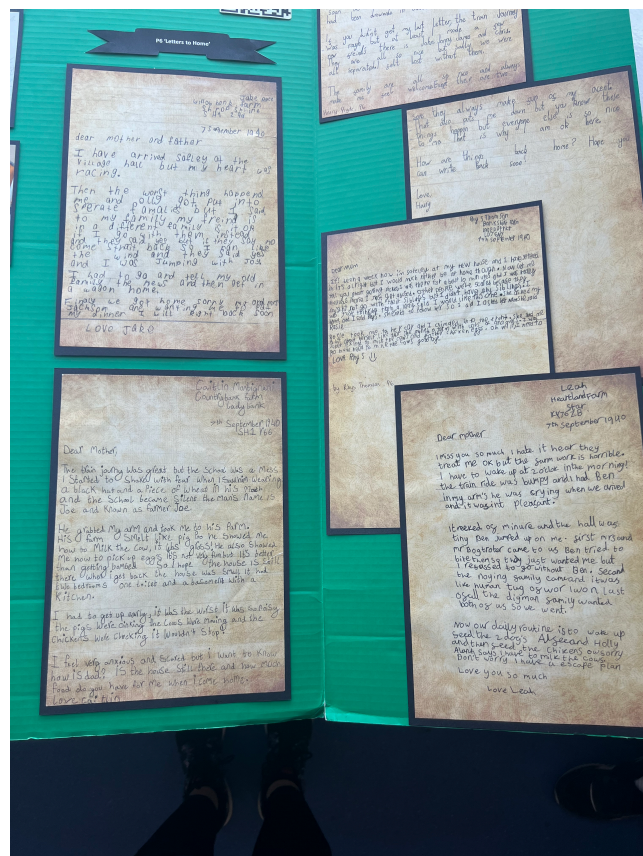
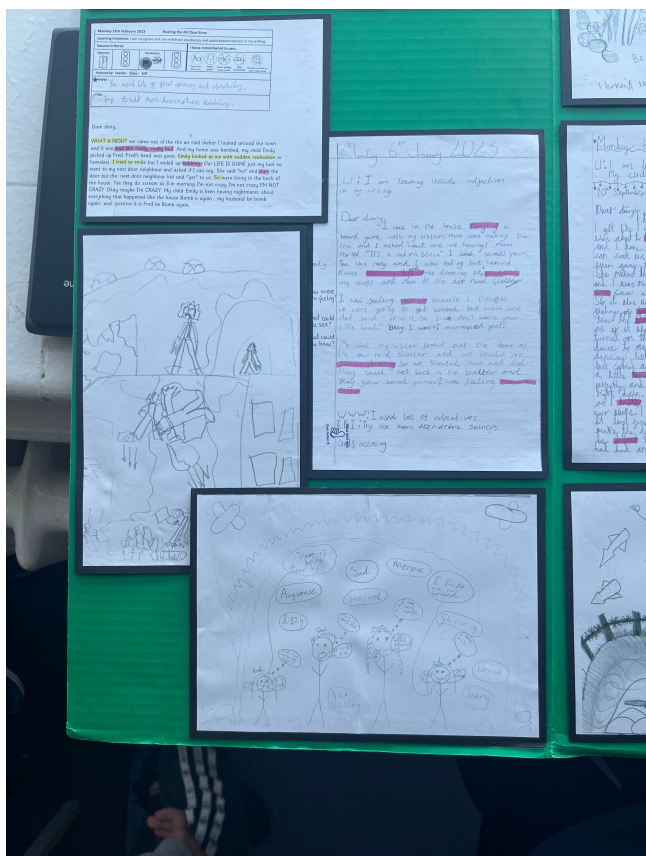
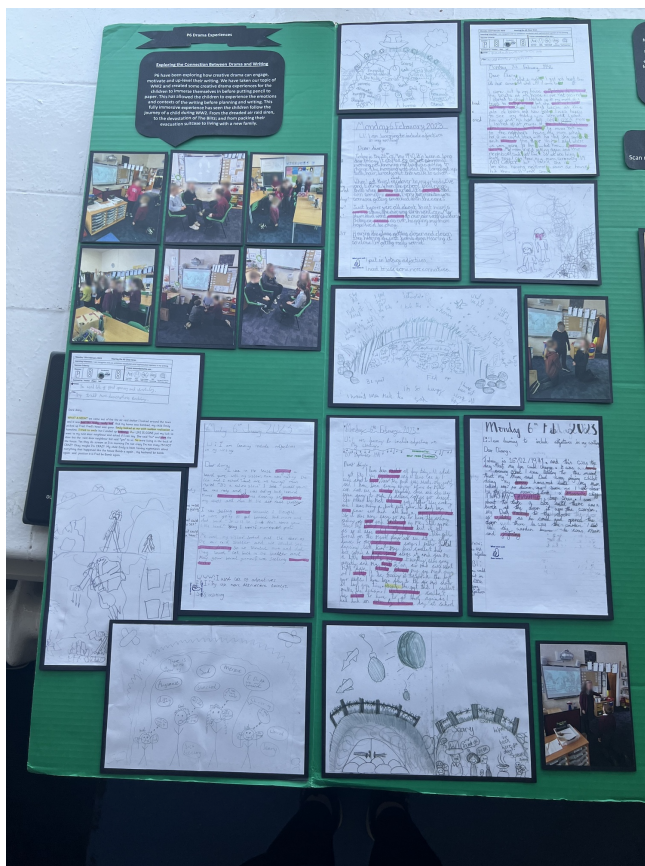
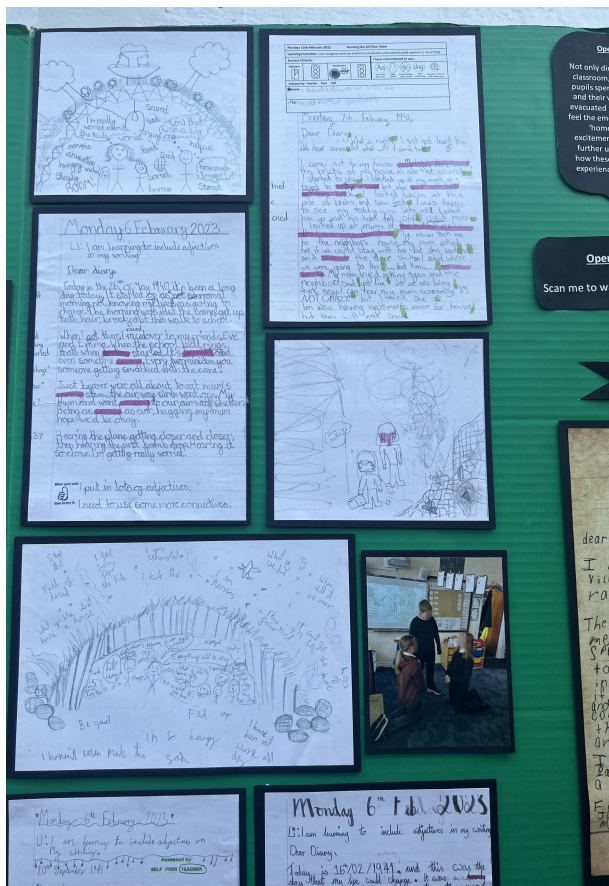
Thank you again for this excellent opportunity." Nicolle Murray, Rochsolloch PS

EVACUEES

"This content was very suitable for P6 pupils and accessible to all pupils. The video instructions, subtitles and background screens helped to remove any barriers to learning. The children found the milking of the cow demonstration quite funny but this gave them the confidence to throw themselves into the drama activity.

The children engaged really well with the follow-up activities and then moved on to write an extended piece of writing after each lesson.

The children's favourite follow-up activity was the drawing of the air raid shelter with cartoon style speech and thought bubbles to explore the emotions and back stories of each person.



We covered a variety of writing techniques including diary writing and letter writing.

I have attached pictures of writing examples and a writing display which I created for parents' evening." A Digman, Markinch PS

We really enjoyed all the lessons and was great for me as a non-drama expert to learn different techniques and for the class to engage in a different way of learning. The class were always excited when it came to drama time, however did find some of the lessons a bit too long and struggled with some of the literacy follow up work.

They really enjoyed the follow drama tasks, hot seating was particularly popular. As a very chatty, noisy class, the mime was harder for them, but was a good challenge. Having a clear instruction and demonstration really helped with this.
C Burns, Dunbarton

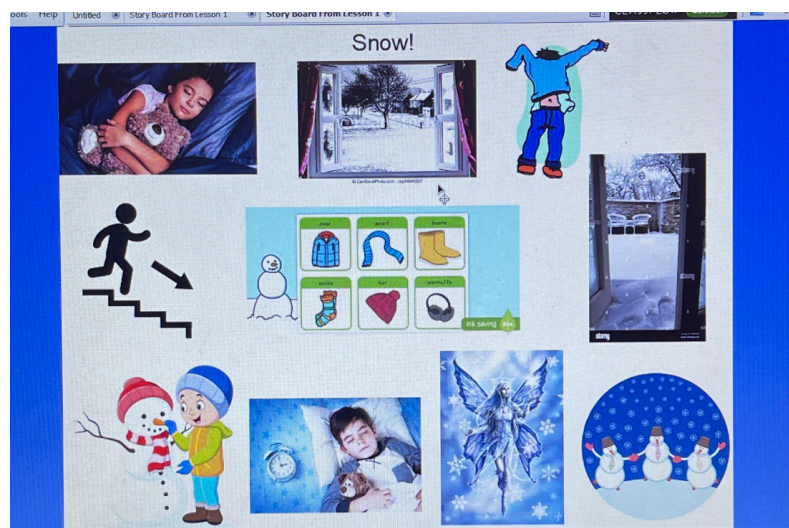
MAGICAL SNOWMEN AND PETER PAN

Today I worked through lesson 1 of The Magical Snowmen and my P5 class and they loved it!

To help the narrator to remember all of the words, we made a storyboard with pictures which is a technique used by my infant teachers in P1-2 but I like it also for something like this. It helps children to retell a story. There's a resource that teachers use called Talk for Writing and the idea comes from there.

I am going to do a writing lesson next week using the storyboard and drama as inspiration where the children will write about a snowy day.

Thank you for such a good lesson!



"My class have absolutely loved the Magical Snowmen drama. It tied in very well with our climate change project and I have seen some great writing from the children too based on the drama lessons. They have all been so motivated to write and it has been lovely to see. Their confidence has also grown greatly and they have been keen to perform their drama, give appropriate feedback and read their writing out to each other.

My weekly drama club are equally loving the Peter Pen series of lessons. I have ran this for 6 weeks and only have 2 weeks left. We are hoping to get it all finished in time.

Thank you so much for your inspiring lessons. I genuinely have loved using your resource and I recommend it to everyone. I even posted about it in the Scottish Primary Teachers Facebook Page when someone was asking for advice about teaching drama.

It's been a pleasure to work with you both and I'm sure my children will remember your work for a long time." Rachel Finlayson, Pirniehall PS

"Pupils enjoyed the balance of video instruction and 'Over to you' task time. They found the videos funny and engaged well. Most children understood exactly what they needed to do and followed the storyline well.

The pupils were mostly engaged in the drama activities and were always eager to show off their performances. A few times, pupils needed further clarification on how many of each character and which characters were involved in certain parts of the drama. There was some confusion over which characters might be present in a scene e.g. some children wanted the snowmen to do the fairy's job which provided an opportunity for discussion about creativity and consistency of character traits.

All pupils enjoyed linking their drama learning to literacy time.

We were able to bring some digital learning using video to record and self-assess. We also completed some artwork linked to the story." C Gibson, Dundee

P1 GRANDPA TOM'S DREAM - THE FARM

"The children were completely absorbed and no one had to be asked to focus.

Most wanted to be picked to be a character - particularly an animal. Those that did not are particularly shy.

They all wanted to show each other what they had done - even the shy ones!

All could retell the story with no difficulty and drew recognisable pictures. They also wrote the story with varying degrees of support.

Yes - lots of laughter at the silly faces at the start got them 'hooked' and after that they said they enjoyed everything." S McKay Aberlady

"Most children were responsive e.g. to waving, and then the others joined in when they saw their peers waving too. They also laughed at all the animals and Grandpa Tom's reaction!

The more confident children were happy to show their scenes and followed the instructions with the class.

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Some children were very keen to draw Grandpa Tom and the animals. One child wanted to make a book with a whole variety of animals meeting Grandpa Tom.

We repeated the Grandpa Tom animal noises drama activity later in the day with different creatures - we had actions and noises linked to the zoo (snakes, lions, monkeys etc.), but again this was done in a whole class format where all children took part in making the animal noises." Jennie & Clem Victoria PS

Very attentive! I was surprised given the time of the term, but they were all very engaged. They were already engaging before being invited to, waving when you came on screen etc.

They were very enthusiastic and managed to play the game well with minimal nonsense, each awaiting their turn respectfully.

Some were more confident in the partner version which was lovely to see, with lots more detail being added to Grandpa Tom and the animal actions.

80% were keen to share

Next time I would save the picture story for a follow up input as the lesson was quite long by this point though again this could be the time of the term.

The children were very keen to show their work and elaborate on it!

They enjoyed the joining in parts but were very engaged watching, and very amused by all that was happening. S. Burns, Carlogie

"They all thoroughly enjoyed watching you! They were very attentive and responsive, and remained fully engaged throughout the clip. They did love having your dog Millie in the video too.

To do the class game, I split them into 2 groups, as I was lucky enough to have an assistant in the class with me at the time. (I think that their attention would maybe not have held to watch everyone who wanted a go do it).

I modelled the partner activity and they all did this, some requiring a little support. Some were keen to show their scenes, but as this was similar to the class activity, they didn't focus for long to watch each other - quite typical of a P1/2 class though!

We did the follow up picture - with some pupils putting more effort and detail into their drawing. Again, I modelled what they had to do and did a drawing, and this always helps to give them an idea.

I certainly feel the format worked with my class and was enjoyed by them, and me!"

J Johnson, Shetland



P1atCanalView @P1atCanalView · Mar 29

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We had great fun in drama today. We were pretending to be Grandpa Tom. Ask us about some of the animals he heard in his dream. Can you guess the animals from our pictures? [#OnlyAtCanalView](#) [@dramastudioedin](#) [@CanalViewPSEdin](#)



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Rosie Arbuckle's P1 Class at Canal View Edinburgh