

# Rosehill School – Curriculum Project

## Handmade Theatre



## Homes and Childhood



Subject Lead: David Harrison, Humanities  
Project Dates: 24<sup>th</sup> – 27<sup>th</sup> May 2022

# Key Learning Objectives

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At the end of the Project pupil will:

- Experience different themes about growing up
- Experience growing up in different time periods.
- Listened to staff memories of childhood.
- Played different traditional games.



School Development Plan Links: Personal Development- Priority 3 to raise the profile of the Creative Arts

# Project Content

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- Read/look at Alice in wonderland which explores the themes of growing up
- Drama/music activity around being big, being small, what creatures are big? Let's become them. What creatures are small? Let's become them
- Explore what it is like growing up in different time periods-what was it like before TV, before phones etc... travel back to different times what did it look like? What was a day at school like? What was it like really far back and living with Dinosaurs?
- Look at children's favourite activities/hobbies/interests-share with the class and try some of these out.
- Invite Parents/Carers/staff to share memories from their childhoods, what do they remember, what were their favourite games, places to go, things to explore? Try some of these traditional games.

# Impact on Children and Young People

The pupils learnt about childhood experiences and were able to share feedback about their past

Pupils were creative and used their imagination to explore different aspects of the project

The pupils were engaged and motivated by the theatre experience- high levels of interaction were observed

Experiencing a guitar and engaging in songs and group activities

**Learning walk;** All students engaged and enjoyed this creative drama experience

**Learning Walk;**

There were lots of sensory and movement opportunities for pathway 1 students, whilst having more interaction and themed drama experience for pathway 2-4 and relevant questions for pathway 5-6 learners.



# Impact on staff and school community

Supporting teachers to enrich the history and arts curriculum

Providing accessible activities to support social and emotional needs

Staff using some of the techniques observed to engage the students

Links with a professional drama company to support further continuing professional development



# Staff Feedback

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*The children really enjoyed the session and were really interested in everything in the room. They responded well to the music and all the singing.*

*Very creative, enabling children to express themselves and explore new ways of working through dance and drama.*

*I think the students really enjoyed fishing with the blanket and the individual interaction elements*

*They enjoyed the welcome song, this was a nice way to start the session. The pupils particularly enjoyed the man playing the guitar and he was kind enough to let them touch it and strum the guitar whilst he was playing.*

*Use of the guitar was excellent to promote communication responses. Songs were well chosen that promoted repetition.*



# Impact of Handmade Theatre: Childhood through photos



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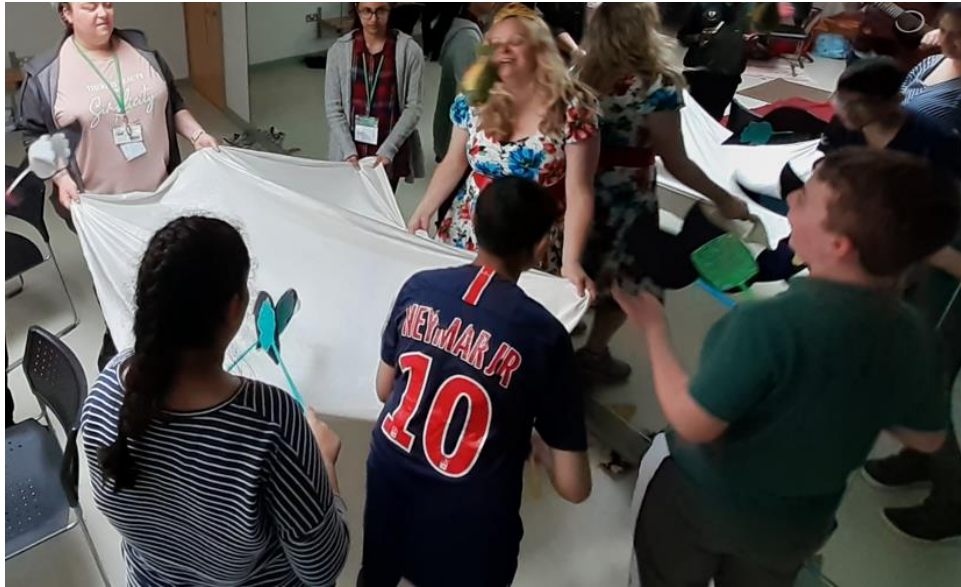
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# Next Steps

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1

To embed drama activities into other curriculum areas

2

To have further links with theatre companies and creative arts groups

3

To discuss and review internal productions and ways to develop further experiences



Overseen by David Harrison within action plan 2021-2022