

## **DEVELOPMENTAL DRAMA**

*(A 12-part series on the basics of Developmental Drama to help students, teachers, and institutions)*

### **4 – The Pulse of Progress: Scheduling in Developmental Drama**

Every successful performance beats to the rhythm of time. In theatre, as in life, timing defines success. The same holds true for Developmental Drama, where the harmony of learning and creativity depends on a well-planned schedule. A good schedule does not restrict creativity; it nurtures it. It provides the discipline that allows imagination to bloom.

#### **The Need for a Plan**

When we first began working with the Vaz Dramatics Academy, we thought scheduling simply meant allotting periods and rehearsal slots. We soon realised that it was the foundation on which every creative idea stood. Without structure, creativity can get scattered. Scheduling became our invisible stage manager, guiding us from lesson to lesson and rehearsal to rehearsal, ensuring every group moved in sync.

A developmental drama schedule is more than a timetable. It's a learning map. It balances academics, rehearsals, coordination meetings, and reflection sessions. By aligning the school calendar with the drama curriculum, each student got time to imagine, create, perform, and reflect.

#### **The Three Stages of Scheduling**

**1. Planning Stage** – The school and Vaz Dramatics Academy teams met before each term to draft a master plan. Class periods were mapped according to the Developmental Drama syllabus. Teachers and facilitators decided which weeks would be dedicated to ideation, script writing, rehearsals, and final showcases.

## Tuesday – 9<sup>th</sup> September

Timetable					
Date	Time	3 <sup>rd</sup> Floor New Audi	Seminar & Dance Room	2 <sup>nd</sup> Floor Audi Old Building	3 <sup>rd</sup> Floor Audi Old Building
Class 5 Session Tuesday 9 <sup>th</sup> Sep	8:00 to 10:00		5G		
	8:45 to 10:00	5F		5A	5B
	10:05 to 10:25	Teachers and Facilitators meet for Orientation at the Lounge			
	10:25 to 11:05		L&S		
	11:05 to 12:20	5E	L&S + 5G	5C	5D
	12:20 to 1:30	5F	5G	5A	5B

- ✓ Students – To leave their shoes, socks, tie, and id cards in class & come with a book and pen
- ✓ Kindly keep the audio system ready and play the tracks as per training/rehearsal needs
- ✓ Teachers ensure students work on the lines and expressions in co-ordination with facilitators
- ✓ Ensure two good action photos are taken and shared in the group
- ✓ **Learning and Support (L&S) team will go to Class rooms of Class 1&2 to give 10-minute performances**

**Ms Soundharya Ms Rithika Ms Shushama Mr Anand**

*Sample of Schedule*

**2. Implementation Stage** – Each class followed its unique schedule based on age group and learning objectives. Regular rehearsals were built into weekly timetables. Teachers served as schedulers, ensuring that no subject was neglected and that every student had equal participation time.

**3. Reflection Stage** – After every performance cycle, the facilitators conducted feedback sessions. This helped students see how timing and preparation affected their performance. Scheduling thus became a continuous cycle—Plan, Perform, Reflect.

### **The Teacher as Timekeeper**

Teachers at St. Paul's are not just educators, they are timekeepers of creativity. They ensure that the Developmental Drama periods flow with purpose. From balancing academic lessons to final rehearsals, the teacher's diary become a living document of growth. "Time is the real stage on which drama unfolds," says Mr. Sibbu from Vaz Dramatics Academy, highlighting how scheduling teaches students to respect both discipline and creative flow.

### **Student Responsibility**

Students, too, learned the art of time management. Setting deadlines for costume collection, memorising lines, and preparing sets make them responsible participants. Learning to value time becomes as important as learning lines. The eventual learning curve for students lies in understanding that discipline and creativity are not opposites; they are partners in performance.



***Date printed on a designed newspaper – used as a stage property by a performer***

### **A Lesson Beyond the Stage**

When we performed our annual showcase, we realized that everything came together because of one thing: time. The rehearsals, the coordination, the laughter, even the nervous energy before stepping on stage, all had their place on the schedule. And the outcome? A performance clean in its stage direction, holding everyone tight—the audience, the actors, and the teachers. Through this, we learned one of the greatest lessons of Developmental Drama: that timing, both on and off the stage, builds confidence, cooperation, and calm.

Scheduling, therefore, is not just a timetable—it's the pulse that keeps Developmental Drama alive and thriving.

### **Harishree Karia (Grade 9) and team**

*(St. Paul's School, Rajkot, in collaboration with Vaz Dramatics Academy, Bangalore, as part of Class IX – ICSE – Mass-Media Communication syllabus.)*