**INTERDISCIPLINARY LEARNING PROGRESSION PLAN - October** 2015

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| Main experiences & outcomes being linked (bundled) | Significant Aspects of Learning | Progress Framework Learning Statements | Activity/learning experience | Assessment Evidence |
| I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances**EXA 0-13a / EXA 1-13a / EXA 2-13a**I am becoming aware of the importance of celebrations, festivals and customs in religious people’s livesRME 0-06aThrough contributing my views, time and talents, I play a part in bringing about positive change inmy school and wider communityHWB0-13aAs I listen and talk in different situation, I am learning to take turns and am developing my awareness of when to talk and when to listenLIT 0-02a/ENG 0-03a | Expressive ArtsCreating – 4. work cooperatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprisePresenting – 2. show that they can perform and present for different audiences and be art of an audience for othersEvaluating & appreciating – 3 show evidence of developing important skills, both those specific to the expressive arts and those which are transferable such as develop an appreciation of aesthetic and cultural values, identities and ideas…Religious and Moral EducationLearning about religion and morality1. understanding the religious and cultural diversity of Scotland and across the world through learning about Christianity and World Religions and other stances for living2. recognising religion as a significant factor which has shaped our social, political and spiritual heritageLiteracy1 Listening & Talking * Develop and use higher –order thinking skills
 | Expressive ArtsCreate and develop drama in a range of imagined and created situations. Exemplify the roles, the situations and the action of the drama through the use of the voice and the bodyTalk about their own work, and the work of othersReligious and Moral EducationReflect upon and communicate their views on beliefs, stories, images, music and poems of Christianity, world religions selected for study and other perspectivesUnderstand that religious and other celebrations, practices, festivals and traditions are important to peopleLiteracy

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|  Selects and discusses a range of texts and describes likes and dislikes.

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|  Communicates with others, contributing ideas, thoughts and feelings, demonstrating the ability to take turns.  |

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 | Gather prior learning of Christmas, Christianity and other religious celebrations which happen around the same time, or have other features in common. – could be done by studying and responding to a range of artistic representations of religious festivals and storiesShare overarching learning intentions – to develop understanding of religious celebrations AND to develop drama and talking and listening skills – specifically giving and receiving constructive feedbackUse a range of drama conventions to explore the characters and stories introduced by the art work – develop skills of improvisation, mime, still image, etc – create specific success criteria for task – self and peer assess against theseRead, watch, look at representations of the Christian nativity storyAnalyse and discuss the key features of the nativity story (or other festival/celebration)Plan how to communicate or present a nativity (or other festival/celebration)Allocate jobs or ask chn to apply for jobs required to stage their nativityInvolve pupils in organising and progressing the staging of their performanceDevelop drama skills through lessons and rehearsalsDevelop feedback skills through peer collaboration and using other methods – vary to broaden strategies available to chnSet simple written or pictorial self and peer evaluation task based on final rehearsalsAsk pupils to design audience feedback gathering methodsStage assembly or performanceRead/look at feedback, add own thoughts and celebrate achievementReview learning in RME and skills progression in drama and talking and listening | Teacher observations noted – may video questioning and art appreciation session, or keep any pupils notes or drawings.Record verbatim commentsUse pupil self and peer assessment of drama skill – link to success criteria devised by pupilsSimple question pro formaCo-op group response – may be drawings or written/spokenWork with chn to create success criteria for job roles – note when these are well met or missed throughout the preparation and rehearsal processVideo of chn in their chosen roles – use as analysis for self and peer feedbackSelf and peer assessmentsPupil comments on audience feedback – note verbatim |

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| **HIGHLIGHT WHICH HIGHER ORDER THINKING SKILLS THIS BUNDLE WILL DEVELOP** |
| KNOWLEDGE | UNDERSTANDING | APPLICATION | ANALYSIS | EVALUATION | CREATION/SYNTHESIS |
| KnowDefineMemoriseRepeatRecordListRecallNameLocateReciteStateRelateCollectLabelSpecifyCite | RestateDiscussDescribeRecogniseExplainExpressIdentifyReviewMatchTranslateParaphraseConvert | ExhibitInterviewApplyUseDramatiseIllustrateCalculateExperimentBrainstormChangeSolveSimulateEmployDemonstratePracticeOperateShow MakePredictRelate | InterpretAnalyseDifferentiateCompareContrastScrutiniseCategoriseProbeInvestigateDiscoverInquireDetectInferInspectClassifyArrangeGroupOrganiseExamine SurveyDissectInventoriseQuestionTestDistinguishDiagramPoint out | JudgeDecideAppraiseEvaluateRateCompareValueReviseConcludeSelectCriticiseAssessMeasureEstimateInferDeduceScorePredictChooseRecommend | ComposePlanProposeProduceInventDevelopDesignFormulateArrangeAssembleConstructCreateRe-writeSet upPrepareImagineHypothesiseIncorporateGeneraliseOriginatePredictContriveSystematiseRe-arrangeEliminate |
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