**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 lives  RME 0-06a  Through contributing my views, time and talents, I play a part in bringing about positive change inmy school and wider community  HWB0-13a  As 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 listen  LIT 0-02a/ENG 0-03a | Expressive Arts  Creating –  4. work cooperatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise  Presenting –  2. show that they can perform and present for different audiences and be art of an audience for others  Evaluating & 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 Education  Learning about religion and morality  1. understanding the religious and cultural diversity of Scotland and across the world through learning about Christianity and World Religions and other stances for living  2. recognising religion as a significant factor which has shaped our social, political and spiritual heritage  Literacy  1 Listening & Talking   * Develop and use higher –order thinking skills | Expressive Arts  Create 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 body  Talk about their own work, and the work of others  Religious and Moral Education  Reflect upon and communicate their views on beliefs, stories, images, music and poems of Christianity, world religions selected for study and other perspectives  Understand that religious and other celebrations, practices, festivals and traditions are important to people  Literacy   |  |  | | --- | --- | | Selects and discusses a range of texts and describes likes and dislikes.   |  | | --- | | Communicates with others, contributing ideas, thoughts and feelings, demonstrating the ability to take turns. | | | 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 stories  Share overarching learning intentions – to develop understanding of religious celebrations AND to develop drama and talking and listening skills – specifically giving and receiving constructive feedback  Use 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 these  Read, watch, look at representations of the Christian nativity story  Analyse 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 nativity  Involve pupils in organising and progressing the staging of their performance  Develop drama skills through lessons and rehearsals  Develop feedback skills through peer collaboration and using other methods – vary to broaden strategies available to chn  Set simple written or pictorial self and peer evaluation task based on final rehearsals  Ask pupils to design audience feedback gathering methods  Stage assembly or performance  Read/look at feedback, add own thoughts and celebrate achievement  Review 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 comments  Use pupil self and peer assessment of drama skill – link to success criteria devised by pupils  Simple question pro forma  Co-op group response – may be drawings or written/spoken  Work with chn to create success criteria for job roles – note when these are well met or missed throughout the preparation and rehearsal process  Video of chn in their chosen roles – use as analysis for self and peer feedback  Self and peer assessments  Pupil 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 |
| Know  Define  Memorise  Repeat  Record  List  Recall  Name  Locate  Recite  State  Relate  Collect  Label  Specify  Cite | Restate  Discuss  Describe  Recognise  Explain  Express  Identify  Review  Match  Translate  Paraphrase  Convert | Exhibit  Interview  Apply  Use  Dramatise  Illustrate  Calculate  Experiment  Brainstorm  Change  Solve  Simulate  Employ  Demonstrate  Practice  Operate  Show  Make  Predict  Relate | Interpret  Analyse  Differentiate  Compare  Contrast  Scrutinise  Categorise  Probe  Investigate  Discover  Inquire  Detect  Infer  Inspect  Classify  Arrange  Group  Organise  Examine  Survey  Dissect  Inventorise  Question  Test  Distinguish  Diagram  Point out | Judge  Decide  Appraise  Evaluate  Rate  Compare  Value  Revise  Conclude  Select  Criticise  Assess  Measure  Estimate  Infer  Deduce  Score  Predict  Choose  Recommend | Compose  Plan  Propose  Produce  Invent  Develop  Design  Formulate  Arrange  Assemble  Construct  Create  Re-write  Set up  Prepare  Imagine  Hypothesise  Incorporate  Generalise  Originate  Predict  Contrive  Systematise  Re-arrange  Eliminate |
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