

EXPRESSIVE ARTS

Operation Smoke Storm has primarily been designed for secondary school teachers to deliver to students aged 11 - 14 years.

However, this resource has also been shown to be effective when delivered to older students and in other less formal youth settings.

Key to symbols used in table below:

✓ = Curriculum for Excellence in Scotland learning point is addressed.

~ = Clear opportunity to address learning point.

Progression is indicated through *curriculum levels*, which are explained below:

Level

Second

Third and Fourth

Stage

To the end of P7, but earlier or later for some.

S1 to S3, but earlier for some.

The fourth level broadly equates to SCQF level 4.

PARTICIPATION IN PERFORMANCES AND PRESENTATIONS:

| SECOND | THIRD | FOURTH | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------|--------|-----------|---|---|---|---|---|---|---|-----------|--|--|---|---|---|--|--|---|--|-----------|--|--|---|---|---|--|--|---|
| <p>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.</p> <table border="1"> <tr> <th colspan="3">Sessions:</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> <tr> <td></td> <td></td> <td>✓</td> </tr> </table> <p><u>EXA 2-01a</u></p> | Sessions: | | | 1 | 2 | 3 | | | ✓ | <p>I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance .</p> <table border="1"> <tr> <th colspan="3">Sessions:</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> <tr> <td></td> <td></td> <td>✓</td> </tr> </table> <p><u>EXA 3-01a</u></p> | Sessions: | | | 1 | 2 | 3 | | | ✓ | <p>I have experienced the energy and excitement of presenting/performing for different audiences.</p> <table border="1"> <tr> <th colspan="3">Sessions:</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> <tr> <td></td> <td></td> <td>✓</td> </tr> </table> <p><u>EXA 4-01a</u></p> | Sessions: | | | 1 | 2 | 3 | | | ✓ |
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DRAMA:

| SECOND | | | THIRD | | | FOURTH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.</p> | | | | | | <p>In response to a variety of stimuli, I can use my understanding of characterisation to create characters using different approaches, making use of voice, movement and language. I can present my work to an audience.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <u>EXA 2-13a</u> | | | | | | <u>EXA 4-13a</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.</p> | | | <p>Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts.</p> | | | <p>Having had opportunities to lead negotiation and decision making, I can work on my own and with others to devise, rehearse and refine dramas and scripts.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <u>EXA 2-14a</u> | | | <u>EXA 3-14a</u> | | | <u>EXA 4-14a</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.</p> | | | <p>I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <u>EXA 2-15a</u> | | | <u>EXA 3-15a</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |