Handbook for the Teaching of Drama

Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
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Handbook for the Teaching of Drama
Acknowledgements

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Foreword

In view of the current reform, teaching, learning and assessment need to reflect the evolving needs of a differentiated classroom environment within a lifelong learning framework. This is in line with the philosophy underlying the National Curriculum Framework (NCF) consultation documents that have been launched in May 2011.

The Form 1 and Form 2 curriculum promote ways that support the development of lifelong learning within a framework which is built on the principle of a continuum of learning. The documents serve as a pedagogical tool intended to help teachers meet the different needs of the learners. Apart from this handbook there are two documents for each subject for each form. The first lists the teaching objectives and learning outcomes that need to be covered in a year. A second document which includes teaching and learning examples is intended as additional means of support for teachers as they work with the range of learners in class. The Form 1 and 2 curriculum offer greater autonomy and flexibility to teachers. The learning and teaching process is envisaged to be active, engaging, meaningful and purposeful. Within this process, valuable information will inform further planning and guide the process that will lead to further improvement of learners.

The learning outcomes will now guide the learning and teaching process. This is an output model directly linked to the direction that is being promoted by the national qualifications framework which is directly referenced to the European qualifications framework. All outcomes are directly tied to the revised attainment level descriptors which describe in detail the learning achieved by the individual learner. The attainment level descriptors illustrate the evidence the teacher needs to elicit from a range of activities during the learning process through well thought-out tasks that demonstrate learners’ understanding, progress and achievement.

This learner-centred curriculum respects the diversity of learners that we meet in our daily lives as educators and the ways in which they learn. It is built on the belief that all learners can learn. It is our responsibility as educators to provide the contexts and the pedagogical tools to make learning a meaningful process for all learners, to provide learners with experiences that lead them to experience success in their educational journey, supported by the necessary scaffolding and then to challenge them to the next steps and then to the next steps after that as learners grow into self-directed learners within a lifelong learning context.

Professor Grace Grima
Director General
Directorate for Quality and Standards in Education
Preface

The Secondary Curriculum for Form 1 and 2 reflects the aims and philosophy of the recently published draft National Curriculum Framework (2011) which aims at developing learners who are capable of successfully developing their full potential as lifelong learners. The achievement of these aims depends on the following cross-curricular themes for their success: eLearning; Education for Sustainable Development; Intercultural Education; Education for Entrepreneurship and Creativity and Innovation.

This Form 1 and 2 curriculum document reflects the principle of diversity of student learning needs. It recognizes the reality present in society where students have various differences in backgrounds, aptitudes, interests, intellectual abilities, needs, language competence and learning styles. The Form 1 and 2 curriculum document provides scaffolding to ensure that learners are supported through appropriate teaching and learning approaches whatever their level.

The National Curriculum Framework clearly states that current theories of learning are based on the social constructivist approach where individual learners construct their own meaning and where one needs to move away from teacher centered to learner centered learning. This should lead to students becoming more active learners responsible for their own learning and where the teacher moves away from having a central role to a situation where the learners acquire more responsibility for the learning that takes place.

This new documentation has been written in a style to assist teachers to develop their teaching practices. Successful education relies upon enthusiastic and committed teachers who are willing to contribute to the evolution of increasingly effective schooling processes. I look forward to seeing the quality of education continuing to evolve and that the intentions of the New Curriculum Reforms will become a reality for all our students.

Raymond J. Camilleri
Director
Curriculum Management and eLearning Department
Contents

1. Introduction ........................................................................................................................................... 6

2. General Guidelines in using the curriculum documentation ............................................................... 7

   2.1 Who is the curriculum documentation for? ......................................................................................... 7

   2.2 Aims of Drama ..................................................................................................................................... 8

   2.3 Approach to teaching and learning for Drama .................................................................................... 9

   2.4 The Teaching Objectives Framework for Drama .............................................................................. 9

   2.5 The value of a unitised curriculum ..................................................................................................... 13

   2.6 Strands of learning for Drama ........................................................................................................ 14

   2.7 The use of the attainment level descriptors for Drama .................................................................. 14

   2.8 The use of attainment level descriptors for national benefit ........................................................... 21

   2.9 The use of attainment level descriptors within lessons .................................................................... 22

   2.10 Avoiding the misuse of attainment levels and indicators of learning outcomes ........................... 22

   2.11 Avoiding the misuse of learning outcomes .................................................................................... 22

3. The structure of units in the Drama curriculum documentation .......................................................... 23

4. The units for Drama .............................................................................................................................. 24

5. Assessment Strategies ........................................................................................................................... 24

6. Facilitating student centred learning with curriculum documentation .................................................. 25

   6.1 What is student centred learning? ..................................................................................................... 25

   6.2 Teacher-centred and student-centred contrary perspectives ................................................................ 26

   6.3 Student centred learning continuum ................................................................................................ 26

   6.4 Implications for curriculum design ................................................................................................... 27

   6.5 Lesson planning for student centred learning .................................................................................. 27

   6.6 Understanding the difference between the teacher’s lowest conceptual level which is above the students’ highest conceptual level. ......................................................................................... 27
7. The use of curriculum documentation for curriculum planning ................................................................. 27

7.1 Teaching hours for the allocation of subjects ......................................................................................... 28

7.2 School Yearly Planning ......................................................................................................................... 28

7.3 Weekly Timetable .................................................................................................................................. 33

8. The important contribution of e-Learning. ............................................................................................ 33

8.1 Digital Technologies ............................................................................................................................... 34

8.2 Leaders’ role ........................................................................................................................................... 35

9. Appendices .............................................................................................................................................. 35
Handbook for the Teaching of Drama

1. Introduction

The purpose of the new curriculum has the overall aim to help schools and their teachers to improve the quality of their teaching and to enable students to raise their level of educational attainment. This is a common concern for many countries within the EU and the wider world.

It is being proposed that the traditional concept of having a syllabus that is time tabled is being replaced by the concept of a curriculum that is managed. This requires teachers to be given a unitised syllabus which covers all of the content that can be realistically and effectively taught within each year of schooling. This has led to the writing of a Teaching Objectives Framework.

Each unit to be taught contains much more than syllabus content, it contains pedagogical suggestions for good practice. The unit is not a strait jacket; it is given as an inspiration and catalyst for teachers to develop their own ideas according to their professional understanding and the abilities of the students in their classrooms.

It is presumed that curriculum content is constantly evolving as our society rapidly changes. The new document should be seen as a flexible evolving tool to support the overall aims of education.

There are a number of paradigms that underpin this approach to curriculum.

These are namely:

- That every student is entitled to a quality curriculum that enables him/her to reach the highest level of attainment that they are able to achieve;
- That in order to do this, student centred learning is an important approach to teaching and learning;
- That all students are on a continuum of ability (not failure) and that such a continuum needs to be identified within strands of learning for each subject. For each strand of learning there are ten levels;
- That the concept of diversity means all students (be they ‘the gifted’ or ‘the least able’) should be encouraged to work at their optimum level. In this context the term special educational needs is no longer required;
- That the curriculum management paradigm provides an important professional tool which can be practiced at all levels of the schooling process;

Each subject has the following documentation

1. A teaching Objectives and Learning Outcomes document
2. The aims for each subject.
3. Strand definitions to indicate the focus of teaching throughout a student’s school career.
4. Attainment level descriptors that indicate the learning outcomes of student learning at all levels of schooling.
5. A Teaching Objectives Framework that indicates the syllabus to be taught and which accepts that at each level and in every class there will be a variety of student learning outcomes.
6. Approaches to teaching and learning that are specific and differ for each subject.
7. A number of units which have important sections that relate to the above paradigms
8. e learning perspectives

Each Unit has a number of features

- A front page which indicates
  - the code and title of the unit
  - the length of a lesson
  - the ten number of hours in which it may be taught
  - the key words to be addressed
  - the points to note especially about the subject approach to teaching and learning
  - a statement about resources including references to e learning

- A subsequent set of five pages which indicate;
  - the teaching objectives
  - examples of teaching activities and experiences that a teacher may wish to use or develop.
  - the range of learning outcomes that can be expected as a student response to each teaching objective. These relate to students attaining across the attainment levels five to ten. Subjects which are not taught at Primary School target different levels

- A set of three pages (where applicable) indicate
  - examples of work within the same teaching objectives for students who are working within attainment levels one to four.

- In some units, a final page that
  - indicates aspects of e Learning that is relevant to that unit

2 General Guidelines in using the curriculum documentation

2.1 Who is the curriculum documentation for?

Curriculum documentation is for teachers, heads of schools, education officers and education support staff and audit teams. The curriculum documentation provides information and suggestions for schools when planning a balanced school curriculum in every lesson for every student. The teacher may

- Make use of this handbook to strengthen the development of students with suitable learning experiences.
• Make and prepare relevant teaching materials according to the suggestions from the selected curriculum units and teaching activities in accordance to students’ learning needs.

• Adjust and revise curriculum units to support overall curriculum planning.

This curriculum has been written for ALL students.

2.2 The aims of the Drama curriculum

Educational Theatre and Drama - while being a distinct discipline and art-form in its own right – can be very usefully and effectively linked to various broader policy areas: education, culture, youth, multilingualism, social affairs, inclusion, entrepreneurship and innovation.

Drama derives from the Greek Dran – to do. And, indeed, in our work, Drama is action explored in time and space in a fictional context. It is a shared experience among those involved either as participant or audience where they suspend disbelief, and imagine and behave as if they were other than themselves in some other place at another time. It is an activity where role-play allows the participants to think and/or behave as if they were in a different context and to respond as if they were involved in a different set of historical, social and interpersonal relationships. In Drama we imagine the real in order to explore the human condition.

Educational Drama is not concerned with the learning of theatre-skills, or production, as it is with the construction of imagined experience. Educationally speaking, some of our work trains students in theatre and drama skills, but there is also a deeper concern and a wider potential: to use dramatic art to connect thought and feeling so that the students can explore and reflect subject matter, test and try out new ideas, acquire new knowledge, create new values, and build self efficacy and self esteem.

Drama creates dramatic situations to be explored by the participants, inviting them to find out more about the process of how the situation comes into being, to shift perspectives in the here and now, identify and sometimes solve problems and deepen our understanding of them. The focus is on process. Drama is more concerned with providing the students with lived-through experience, with the enactive moment, rather than with performing the rehearsed moment. It moves along an educational continuum that embraces many forms, from simple role play that is very close to child’s play to fully-structured sharing (including showing); but the focus remains on identifying opportunities for learning and how to organise these.

Acting a role in a play, or taking a role in Drama, is a mental attitude, a way of holding two worlds in mind simultaneously: the real world and the world of the dramatic fiction. The meaning and value of Drama lies in the dialogue between these two worlds and the human subjects behind its representations: the real and the enacted; the actor and the audience. Even in performance we are not simply showing to others but also seeing ourselves, and because of this, Drama is an act of ‘self’ creation.
2.3 Approach to teaching and learning for Drama

Each subject has its own unique approach to teaching and learning. This approach happens no matter what system of classroom management is implemented. An approach to teaching and the way the students are expected to learn will relate closely to the nature of the subject content. The following text is the approach for teaching and learning in Drama:

The approach to teaching and learning of Drama is based on: Voice Technique, Acting Technique and Movement; Working Alone and With Others, Communication, Creating Emotions, Improvisation leading to Performance; Appreciating and Evaluating own work and that of others, including local and international playwrights.

These three strands help the students to be creative and experience enjoyment and provide enjoyment to others, as well as to understand the society they live in, by: responding to ideas and issues and to communicate meaning to others through the use of Drama forms; developing and exploring ideas and structuring them into meaningful Drama works; communicating their intentions to others using performing and production skills; evaluating the effectiveness of a piece of Drama work and recognising the significance of historical, cultural and social influences.

Not all students will attain the same Level in all three strands, at least not necessarily at the same pace. Overall, some may attain a higher Level in one or two Strands. The higher attainment/s should continue to be strengthened, while work should be done to strengthen the lower attainment/s.

The space the students work in should be safe and inspire concentration. Emphasis should be made on the fun of working together to create workable and enjoyable drama pieces. Students should be encouraged to come up with ideas without the fear of being told they are wrong. They should feel free to criticise constructively and as objectively as possible. Any opinion is to be deemed acceptable as long as it can be backed with proper arguments.

Originality should be encouraged and praised.

2.4 The Teaching Objectives Framework for Drama

For each subject there is reference to the Teaching Objectives Framework that is structured to provide a unitized curriculum. The Teaching Objectives Framework identifies the content to be taught in any one year of schooling and in doing so relates to an effective syllabus/course of study that can be taught within the time available. The time available has been worked to within the assumptions that there are twenty weeks in a scholastic year and that a unit of work is six hours long comprising of nine, forty minute lessons. It is acknowledged that different schools will have variations on this system but the one presented is the baseline for all schools.
The Framework identifies the units and their titles that are available in any one year throughout the eleven years of schooling in Primary and Secondary education. Each unit has a set of teaching objectives that cover the six hour period that has been allocated. In this way it is possible to identify the content that can be reasonably expected to be taught. This is not a learning outcomes Framework. For each teaching objective there will be a range of learning outcomes according to the diversity of attainment of students within any one classroom.

The Teaching Objectives Framework is the heart of the curriculum.

### Drama

<table>
<thead>
<tr>
<th>Teaching Objectives Framework</th>
<th>Unit Titles</th>
<th>Key Teaching Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Block 1</td>
<td>Let’s Be Original</td>
<td>Work on originality and personality in presenting different characters to reflect their intentions.</td>
</tr>
<tr>
<td>Teaching Block 2</td>
<td>How theatre has changed with time</td>
<td>Work on the interpretation of plays from different periods or genres, wholly or partly.</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>It’s A Production</td>
<td>Work on the good use of theatrical devices and technical effects to establish atmosphere and to enhance the presentation.</td>
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<tr>
<td>Form 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Block 1</td>
<td>We Become Someone Else (2)</td>
<td>Work on improvised dramas and existing scripts to create characters that are clearly different from the students.</td>
</tr>
<tr>
<td>Teaching Block 2</td>
<td>Let’s Break The Stereotype</td>
<td>Work on status and examine how it affects relations with other characters.</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>From Play To Production (1)</td>
<td>Work on resources needed for a given text and use them well to production level.</td>
</tr>
<tr>
<td>Form 3</td>
<td>Teaching Block 1</td>
<td>We Make It Happen (1)</td>
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<tr>
<td></td>
<td>Teaching Block 2</td>
<td>We Make It Happen (2)</td>
</tr>
<tr>
<td></td>
<td>Teaching Block 3</td>
<td>Can I Make It Better?</td>
</tr>
<tr>
<td>Form 2</td>
<td>Teaching Block 1</td>
<td>Why Did They Do That?</td>
</tr>
<tr>
<td></td>
<td>Teaching Block 2</td>
<td>This Is Where It Happen</td>
</tr>
<tr>
<td></td>
<td>Teaching Block 3</td>
<td>Does it Have To Be Like That?</td>
</tr>
<tr>
<td>Form 1</td>
<td>Teaching Block 1</td>
<td>Let’s Polish It (Are you listening?)</td>
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<tr>
<td></td>
<td>Teaching Block 2</td>
<td>How Do I Behave? (2)</td>
</tr>
<tr>
<td></td>
<td>Teaching Block 3</td>
<td>We Become Someone Else (1)</td>
</tr>
<tr>
<td>Year 6</td>
<td>Teaching Block 1</td>
<td>Let’s Make A Play</td>
</tr>
<tr>
<td>Year</td>
<td>Teaching Block 1</td>
<td>What Does It Tell Us?</td>
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<tr>
<td>Year 5</td>
<td>Teaching Block 3</td>
<td>What’s The Difference?</td>
</tr>
<tr>
<td>Year 4</td>
<td>Teaching Block 1</td>
<td>Let’s do it again</td>
</tr>
<tr>
<td>Year 3</td>
<td>Teaching Block 2</td>
<td>How do I behave? (1)</td>
</tr>
<tr>
<td></td>
<td>Teaching Block 3</td>
<td>Let’s Change It To Make It Better</td>
</tr>
<tr>
<td></td>
<td>Year 3</td>
<td>I Can Speak With My Body</td>
</tr>
<tr>
<td>Teaching Block 2</td>
<td>Let’s Make A Story (2)</td>
<td>Work on verbal and non verbal to help the students realise how the combination of movement and speech is vital for character building (the action and the word)</td>
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</tr>
<tr>
<td>Teaching Block 3</td>
<td>How Can I Change That?</td>
<td>Work on the creation of new stories based on the acceptance of others’ ideas and suggestions that may improve their own work</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Block 1</td>
<td>Who Am I?</td>
<td>Through imaginative play, create different characters from imagination, personal experience and inspired by cultural background</td>
</tr>
<tr>
<td>Teaching Block 2</td>
<td>Tell Me Your Story</td>
<td>Discover similarities and differences between their work and that of others and respond to others’ work.</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>Look At Me</td>
<td>Work on the interpretation of given situations, stories and plays (through role play) leading to performance.</td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Block 1</td>
<td>My Body In Space</td>
<td>Work on the management and control of body movement in relation to the space available.</td>
</tr>
<tr>
<td>Teaching Block 2</td>
<td>I Reach Out With My Voice</td>
<td>Work on voice to express thoughts and emotions to others.</td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>Let’s Make A Story (1)</td>
<td>Work on relationships through drama play using role play and puppets.</td>
</tr>
</tbody>
</table>

### 2.5 The value of a unitised curriculum

There is a clear relationship between the volume of content to be taught as projected within a syllabus/course of study and the level of attainment that each student can achieve. The greater the volume of content then less time is available for teaching each aspect of that content. By writing a unitized curriculum the balance between the range of content and the time available for student learning can be achieved. For this new curriculum, in many areas this has meant a reduction in what was being offered in the preceding syllabus. Each unit then has a specific set of objectives which can be reasonably expected to be learned as the allocated time for that unit is made available on the school timetable.
In addition by having a unitised curriculum it is easier for the teacher and the subject Head of Department to manage the curriculum for they are able to quantify the number of specific objectives that it has been possible to deliver and subsequently to make decisions about which units should be presented in which order throughout each year of schooling.

2.6 Strands of learning for Drama

A strand of learning represents a goal that a student can attain throughout Primary and Secondary education. Each subject will have several strands of continuous learning called attainment level descriptors, which begin in Year One of Primary School and end in Form Five of Secondary School. Each strand is defined and the strands for Drama are:

**Strand 1 - Artistic and Technical Skills, and Interpretation**
This includes body control and movement, the proper use of voice and diction, proper acting technique, exploring and creating emotions, and Interpretation.

**Strand 2 - Communication and Performance**
This includes the proper use of space, working alone and with others, communication, and work on improvisation leading to performance.

**Strand 3 - Appreciation and Evaluation**
This includes the ability to appreciate and evaluate own work, the work of other students and the work of local and international playwrights.

2.7 The use of the attainment level descriptors for Drama

There are ten levels of attainment level descriptors. Level Four is equivalent for Year One and two in Primary school and each level then progresses at two yearly intervals. (Attainment Level 10 for all the strands in Drama is currently being written).

Each strand of learning has a set of attainment levels which describe the progression in student learning. There are ten attainment level descriptors that cover the full range of attainment of ALL students. The attainment level descriptor Four is indicative of what the average student can learn by the end of Year Two in Primary education. Each subsequent level represents the range of attainment that an average student can be expected to achieve every two year years. Attainment levels one, two and three are
indicators for students who may not attain level four at the end of Year Two. Attainment level ten is for those students who significantly exceed the expected level of attainment at Form Five. The attainment level descriptors are observable statements of learning outcomes that students can attain. There are approximately eight of these statements in each attainment level descriptor. The statements are referred from the Teaching Objectives Framework and indicate a sample of what can be expected to be learned. Once a student has attained the majority of the learning outcome statements in an attainment level descriptor they are assumed to be working within the next level. The attainment level descriptors for Drama are:

**Strand 1: Artistic and Technical Skills, and Interpretation**

This includes body control and movement, the proper use of voice and diction, proper acting technique, exploring and creating emotions, and Interpretation.

**Attainment Level 1**

The students recognise familiar people, events and objects. They perform actions, often by trial and improvement. They cooperate with shared exploration and supported participation. They seek attention through eye contact, gesture or action. They sustain concentration for short periods. They remember learned responses over more extended periods. They greet known people and initiate interactions and activities. They respond to options and choices with actions or gestures.

**Attainment Level 2**

With support, students show some awareness of cause and effect in a creative process. Students investigate a range of materials exploring their sensory qualities. They engage in sharing and taking turns. They show preferences for activities and begin to carry out simple processes. They choose tools appropriate to the activity such as picking a brush for painting. With support, they start anticipating to a certain extent and participate with others. Students actively strive to reach out and show an intention to create. They use tools in imitation and copy simple actions.

**Attainment Level 3**

Students join in or comment in some way on a particular activity as well as on the action or responses of others. Students involve themselves in communicating ideas and events through the use of colour and line. They are able to name the colours red, blue, yellow, black and white. They can recognise the features of an object and understand its relevance, significance and use. They gather appropriate materials and take part in an activity. They contribute to decisions about what they will do and how. With prompting they show initial signs of evaluation, using a growing vocabulary and begin to express meaning in their own work. They know that paintings, sculptures and drawings have significance.
Attainment Level 4

The Students are able to move different parts of the body at will and separately, thus showing coordination of movement. They are able to recognise, distinguish and produce different rhythms of movement. They are able to recognise, distinguish and produce different sounds. They are able to modulate and project their voice according to given situations (such as distance and space). They are able to attribute different sensations and emotions to different sounds and different objects through all the five senses. They are able to express emotion and meaning through speech and movement (the “word and the action”). They are able to interpret emotions in prose and verse, and speak without a sing-along. They are able to create and portray different characters from imagination and/or personal experience.

Attainment Level 5

The Students are able to use their body to create different shapes, alone and with others. They are able to respond and react to different sounds. They are able to produce different rhythms of movement to convey and portray different emotions and situations. They are able to produce different rhythms and qualities of sound to convey and portray different emotions and situations. The Students are able to describe people, objects and things in detail, making reference to looks, size, colour, smell and the sound they make, and associate emotions to them. They are able to reproduce with precision, showing control, the shapes, movements, and sounds created by others. They are able to understand and interpret the shapes, movement, and sounds created by others. They understand that the combination of the “action” and the “word” is vital for character building.

Attainment Level 6

The Students are able to articulate words and phrases clearly. They are able to narrate coherently stories from own experience and/or from given texts. They are able to create and portray different emotions combining action, voice and words. They are able to choose the right actions to suit the behaviour and words used by different characters. They are able to take on character and role. They are able to act in character (role) taken from given texts or stories created by themselves and others. They are able to deal in character (role) with unforeseen situations, e.g. “hot seating”. The Students are able to create different characters through role play, according to different situations, showing understanding how these affect a character’s behaviour.

Attainment Level 7

The Students are able to modulate their voice. They can recite texts from memory. They are able to make good use of pauses and emphasis. They are able to change the meaning of words and phrases by changing emphasis and through voice modulation. They are able to choose the proper action to fit the words spoken in role. They are able to portray and convey, in character (role), different emotions according to given situations. They are able to combine action and voice to interpret dialogue from given texts as well as that created by them. They are able to consider and find alternative actions.
Attainment Level 8

The Students are able to use different pace and rhythms of voice to create and portray different moods and meaning. They are able to use appropriate actions to create and portray different moods and meaning. The Students are able to make improvised speeches based upon given texts or other stimuli without resorting to useless words. They are able to interpret characters that are clearly different from themselves. They are able to use costume which suits the character they are interpreting, keeping in mind character status. The Students are able to realise that, in every situation, characters have a status level which is clearly defined and which affects the relation with other characters. They are able to change the status level of stereotype characters and see, realise and show the difference it makes.

Attainment Level 9

The students are able to sustain pace and rhythm. They are able to vary pace and rhythm as required. The Students are able to react and speak in character, showing full understanding of it. They are able to read new texts convincingly. They can sustain and control appropriate vocal and movement skills with some subtlety. They are able to interpret different characters, showing originality and personality. They are able to vary their interpretation of scenes and speeches and change them from dramatic to comic and vice versa. They are able to interpret new material from assorted sources, including both classical and contemporary texts. They are able to interpret the work of different playwrights, showing the ability to portray different characters in different plays.

Strand 2: Communication and Performance

This includes the proper use of space, working alone and with others, communication, and work on improvisation leading to performance.

Attainment Level 1

The students recognise familiar people, events and objects. They perform actions, often by trial and improvement. They cooperate with shared exploration and supported participation. They seek attention through eye contact, gesture or action. They sustain concentration for short periods. They remember learned responses over more extended periods. They greet known people and initiate interactions and activities. They respond to options and choices with actions or gestures.

Attainment Level 2

With support, students show some awareness of cause and effect in a creative process. Students investigate a range of materials exploring their sensory qualities. They engage in sharing and taking turns. They show preferences for activities and begin to carry out simple processes. They choose tools appropriate to the activity such as picking a brush for painting. With support, they start anticipating to a certain extent and participate with others. Students actively strive to reach out and show an
intention to create. They use tools in imitation and copy simple actions.

**Attainment Level 3**

Students join in or comment in some way on a particular activity as well as on the action or responses of others. Students involve themselves in communicating ideas and events through the use of colour and line. They are able to name the colours red, blue, yellow, black and white. They can recognise the features of an object and understand its relevance, significance and use. They gather appropriate materials and take part in an activity. They contribute to decisions about what they will do and how. With prompting they show initial signs of evaluation, using a growing vocabulary and begin to express meaning in their own work. They know that paintings, sculptures and drawings have significance.

**Attainment Level 4**

The Students are able to take part in a whole range of “pretend” activities. They are able to explore the space they are working in through imaginative play. They are able to calculate height and distance. They are able to manage and control movement, alone and with others, making good use of the space around them. They are able to express feelings, thoughts and ideas openly in their interaction with others through role play. They are able to speak and communicate to an audience using clear diction and to regulate the voice according to distance and situations. They are able to create little acted scenes to be performed to an audience.

**Attainment Level 5**

The Students are able to interact, in character (role), with characters created by others through dialogue and action. They are able to recognise and respond to the changes that arise in relation to the space they are working in. They are able to understand how varying the distance between characters changes a situation. They are able to add own ideas to plays and stories created by others. They are able to place characters from given texts or stories told by others in their own created stories. They are able to change stories told by others by adding own ideas. They are able to work with others to create stories and present them, using verbal and non verbal communication, through role play. They are able to rehearse and perform written plays or parts of.

**Attainment Level 6**

The Students are able to make use of objects and, alone or with others, create stories about them. They are able to use simple theatrical effects, such as sound effects or music, or/and significant props to enhance their work in performance. They understand that often they need to modify their work in order to properly convey their intentions. The Students are able to make useful suggestions for change and improvement of others’ work. They are able to improve their work by listening to suggestions made by the teacher or by other students. They are able to show originality of ideas. They are able to create, alone or with others, acted scenes from their own and others’ stories. They are able to perform in front of an audience.
Attainment Level 7

The Students are able to convey clearly what they are talking about when using gibberish complemented with gesture (body language), facial expression, and the right use of voice. They are able to work confidently in groups. They are able to use a range of drama techniques to improve performance. They are able work with character (through the use of face, body language and speech) and show how these characters behave in given situations. They are able to improvise scenes involving characters they are familiar with. They are able to explore different situations and devise different dramas to be performed in front of an audience.

Attainment Level 8

The Students are able to take part in a range of drama activities. They are able to find new ways of creating colourful and interesting scenes and perform them. They are able to act out improvised dramas and given texts. They are able to choose the most interesting way of interpreting given speeches and perform them. They are able to use proper staging to fit the character they are portraying. They are able to write their own plays and produce them, making good use of the available space. They are able to identify resources (props, furniture, music, sound effects, lights and costume) needed for a given text and use them well to production level in front of an audience.

Attainment Level 9

The Students are able sustain artistic projects from conception to realisation. They are able to use simple theatrical devices and techniques to enhance their presentation. They are able to show originality and personality in presenting different plays, choosing the appropriate techniques to reflect their intentions. They can research, select, organise and present plays in performance, taking into account purpose and audience. They are able to interpret and produce plays from different periods or genres, wholly or partly. They are able to organise (produce) the staging of a play and perform to an audience making good use of available space and resources (props, furniture and costumes).

Strand 3: Appreciation and Evaluation

This includes the ability to appreciate and evaluate own work, the work of other students and the work of local and international playwrights.

Attainment Level 1

The students recognise familiar people, events and objects. They perform actions, often by trial and improvement. They cooperate with shared exploration and supported participation. They seek attention through eye contact, gesture or action. They sustain concentration for short periods. They remember learned responses over more extended periods. They greet known people and initiate interactions and activities. They respond to options and choices with actions or gestures.
Attainment Level 2

With support, students show some awareness of cause and effect in a creative process. Students investigate a range of materials exploring their sensory qualities. They engage in sharing and taking turns. They show preferences for activities and begin to carry out simple processes. They choose tools appropriate to the activity such as picking a brush for painting. With support, they start anticipating to a certain extent and participate with others. Students actively strive to reach out and show an intention to create. They use tools in imitation and copy simple actions.

Attainment Level 3

Students join in or comment in some way on a particular activity as well as on the action or responses of others. Students involve themselves in communicating ideas and events through the use of colour and line. They are able to name the colours red, blue, yellow, black and white. They can recognise the features of an object and understand its relevance, significance and use. They gather appropriate materials and take part in an activity. They contribute to decisions about what they will do and how. With prompting they show initial signs of evaluation, using a growing vocabulary and begin to express meaning in their own work. They know that paintings, sculptures and drawings have significance.

Attainment Level 4

The Students are able to interpret given situations, alone and with others. They are able to discover similarities and differences between their work and that of others. They are able to respond to and talk about stories created by others. They are able to create different characters and situations based on historical events. They are able to understand the changes in society through the ages and create or re-enact scenes based on these changes. They are able to understand how society and culture affects the behaviour of people.

Attainment Level 5

The Students are able to observe with attention the work of others. They are able to realise what are the things that make a dramatic piece work better. They can make connections between the dramas they create and their own lives. They are able to understand that dramas can help face and solve real problems. They are able to accept and evaluate others’ ideas and suggestions that may improve their own work. They are able to research plays, or parts of, written by local and foreign playwrights.

Attainment Level 6

The Students can recognise where the focus lies in a given work and are able to convey it to an audience. They are able to understand how different circumstances (historical, cultural and social) affect the behaviour of characters. They are able to understand how different characters are affected by the same circumstances. They are able to find out about different cultures, and how these are reflected in the works of different playwrights. They are able to create and perform plays emphasising tolerance and acceptance.
Attainment Level 7

The students are able to identify parts of a work and understand the relationship between the parts and the whole. They are able to assess how socio-cultural values have influenced, and been tackled in, theatre. The Students are able to explain why they made certain decisions in their work. They are able to discuss how their work and that of others could be improved by more practice and better staging. They can reflect on the actions taken by a character in a drama and consider alternative actions. They are able to reflect on the action taken by characters in made up plays or given text.

Attainment Level 8

The Students are able to discuss performances of plays they have watched, showing full understanding of the salient parts. They can discuss the performance of the actors in plays they have watched. They are able to explain why they liked or disliked the performances they have watched (theatre, film or TV). They are able to create plays based on what they have watched and make changes in them which reflect their criticism of the original. They are able to research, discuss and understand the work of given playwrights (local and/or foreign). They are able to show understanding of the relationship between the arts and socio-cultural values.

Attainment Level 9

The Students are able to research and discuss a dramatist’s work and talk about style, language, characterisation and plot. They are able to comment on how intended effects have been achieved or not after watching the performance of others. They are able to offer suggestions on how a performance could have been improved. They are able to analyse how codes and conventions are used to present ideas, beliefs and values in different genres, styles and traditions. They are able to create, alone and with others, original plays which reflect clearly beliefs and values. They are able to demonstrate precise understanding of what they are interpreting and show originality and personality.

2.8 The use of attainment level descriptors for national benefit

Attainment levels of all students should be assessed on an annual basis. This will allow all of the stakeholders to evaluate the progression in learning made by each student. The data collected will give a simple score of the number of the attainment level reached in each strand. This data can then be collated by the school, by the college or by the Department of Curriculum and e Learning to give a general picture of year-on-year progression of attainment. The data base will be used with clearly defined ethical responsibility so that students, classes or schools cannot be identified by other schools or colleges. This data is very informative to support school development planning as it provides objective evidence of the year on year progress that is being made. This data can be used to celebrate success.
2.9 The use of attainment level descriptors within lessons

The reference to the learning outcomes levels within a unit is to give the teacher a rough guide as to the possible range of student attainment in a class. Within a class of students there will be a wide range of diverse levels of student attainment. In order to support the teacher to appreciate this wide range of attainment it is possible to gauge the approximate level within which students find themselves. For example in Form One we might expect all students to be at level seven which is the average level for that year group. Yet within such a Form One class the diverse range of ability may be as wide from level one to level nine. In planning a lesson, teachers need to be aware of this possible range of ability so that effective teaching and learning can take place.

It is very important to note that an attainment level descriptor is a very indiscrete tool not to be used for weekly purposes at a classroom level. Within any one level reflecting annual attainment there will be many sub levels of attainment that different students will reach during a teaching block. Teachers should see the use of attainment level descriptors within the subject units to be a rough guideline to encourage their own more precise planning.

2.10 Avoiding the misuse of attainment levels and indicators of learning outcomes

It is important to note that the results of the attainment level assessment should not be used:

- to inform daily progression because any group of students at one attainment level will still have different levels of understanding
- to indicate a student’s actual level of attainment on a daily basis.
- to assume that working in one lesson is equivalent to a year’s progress.
- to assume that a student attainment level is the same across different units within the same strand

2.11 Avoiding the misuse of learning outcomes

The indicators of learning outcomes identified within the units are based on the teaching objectives. These indications of learning outcomes are only a small sample of all the learning outcomes that will emerge from a teaching objective. Teachers need to be aware that there are many learning outcomes that different students will achieve during the course of a unit. Teachers should not teach to the learning outcomes.
It is also important that teachers do NOT assume that the indicators of learning outcomes in the unit reflect the focus of the whole unit. The driver of the units is the set of teaching objectives NOT the indicators of the few stated learning outcomes.

When using the indicators of learning outcomes in the units it is important to acknowledge that these are a very rough guide for the teacher to begin to bring down the extensive range of other possible learning outcomes that a teaching objective will facilitate.

3. The structure of units in the Drama curriculum documentation

The curriculum documentation is written in the form of units and has the following content.

3.1 Unit code and title

The title of each unit reveals the content of the unit and each unit is coded for the schools or teachers to record information collected. The consecutive numbers 7 and 8 in the Form 1 and 2 units reflect the year of schooling and have no relation to the attainment levels.

3.2 Strands and Attainment Levels

Each unit reveals the specific strands that are being delivered so as to remind teachers of the teaching aim of that specific strand and provide relevant learning experience for students.

3.3 The teaching objectives

The specific objectives for each unit are drawn directly from the general objectives within the Teaching Objectives Framework. There are the specific teaching objectives within each unit.

Teaching Objectives facilitate the focusing of knowledge, skill and attitude to be included in a unit. Usually there are three to five teaching objectives in a unit. Teachers may adjust the requirement of target attainment according to students’ abilities, and then plan teaching and a variety of class activities accordingly.

3.4 Vocabulary

Relevant vocabulary included in the units that students need to experience and learn.

3.5 Points to note

These should cover reference to the subject approach to teaching and learning, but they may refer to health and safety issues that teachers need to consider and deal when teaching the unit.

3.6 Resources
A list suggesting teaching material required when teaching the unit. These include a variety of materials to support eLearning.

3.7 Examples of teaching experiences and activities

The teaching and learning content of each unit should correspond to the teaching objectives of the curriculum units. Next to each exemplar teaching situation the specific teaching objective is clearly stated. The examples given for each specific objective reflect ideas to catalyse and inspire teachers to think of their own ideas and materials. The teaching examples indicate different activities for students who are attaining at different levels. The activities are also written in such a way as to encourage student centred learning. In creating student centred learning opportunities the teacher must appreciate the difference between teaching objectives for the lesson which indicate the focus of the learning opportunities provided, and the learning outcomes which indicate a range of possible responses that students may give.

3.8 Differentiated Learning Outcomes

The differentiated learning outcomes show an indicative range of attainment levels for different students. They are given as a rough guide to stimulate the teacher’s planning. In their class the range of attainment may be wider or narrower. In preparing the unit the teacher should reflect on the range of ability of the students in that class. They can do so by referring directly to the attainment levels. As a consequence of the range of attainment levels the teacher may need to plan for different teaching activities occurring at the same time.

4. The units for Drama

The units relate to the attainment levels of students from 5 to 8.

5. Assessment Strategies

Assessment needs to be effective, meaningful and must have a purpose. The purpose of Assessment for Learning is to provide feedback for teachers and learners on the teaching and learning taking place on a day to day basis at classroom and school level. This evidence will enable the teacher to adjust the learning programme accordingly in order to improve the quality of learning. Assessment tasks and procedures should be consistent with the aims of each strand of the subject and with the activities being done in class to achieve these aims. In this way assessment will be a vital part of the learning programme. The teacher needs to think of assessment tasks that disclose what has been learnt, what needs further prompting and the next step in learning for the student.

Assessment strategies refer to the different method of data collection and how they are reported in both formative and summative contexts. A number of basic specific strategies include clear and shared learning intentions, specific and reachable success criteria, effective questioning, feedback that feeds
forward, self and peer assessment. Assessment for learning and teaching is an essential part of promoting students’ active participation at the level of their understanding.

There is an important distinction between strategies to assess attainment as opposed to achievement. Assessment of attainment relates to the ‘academic’ work in the subjects of the curriculum. Assessment of achievement relates to the broader issues that relate to attainment but includes other concerns such as student effort and motivation. In this context we can have a student at level three who is a high attainer and a student at Level nine who is a low attainer. Understanding this distinction is important if the teacher is to ensure that effective progression in learning takes place.

Assessment of the attainment level descriptors should only be summative once a year. Attainment level descriptors contain a number of learning outcomes that reflect a small example of all the learning outcomes arising from the units and their objectives. In assessing an attainment level descriptor the teacher should recognize each of these learning outcomes and use ‘a best fit’ approach in deciding which learning outcomes within a level that a student has attained.

Assessment of unit-based work should be formative and ongoing. As students complete their work examples of it can be kept. The teacher may also make written comments in their own diary and separately encourage the students to write their own evaluation. The collection of this formative data can be used to inform the attainment level that best fits the student. It is important that the evidence be collected systematically to allow objective judgment as well as subjective reflections about the achievement of the learner.

A classroom culture where a growth mindset is promoted needs to be created. It is a culture where learning is a priority, where learners yearn for that information that will stretch their knowledge, where the classroom changes into learning communities. Assessment for learning strategies are further elaborated in the Appendices.

6. Facilitating student centred learning with Curriculum documentation

The curriculum documentation is written to encourage the teacher to ensure that every student has the maximum opportunity to learn. One important element is to reflect on the limited ineffectiveness of the traditional approach of teacher led teaching and to explore the value of student led or student-centred learning as being a more efficient way of encouraging student curiosity and raising standards of educational attainment.

Traditionally teachers have taught their children using the same teacher led teaching method. They have decided on the lesson and one activity that they want to teach to all the students at the same time. Every student had the same experience and sometimes follow up exercises were given for two different groups. Teachers are encouraged to change their approach from teacher-led teaching to student centred learning.
6.1 What is student-centred learning?

There are many terms linked with student centred learning e.g. Flexible learning, Experiential learning, Self-directed learning. Student centred learning is about the shift in power from the expert teacher to the student learner. The paradigm shifts away from teaching is to move the power from the teacher to the student. In student centred learning, the teacher is a leader who is perceived as an authority figure in the classroom but is sufficiently secured within themselves to trust the capacity of the others to think and learn independently. The learner has full responsibility for their learning.

6.2 Teacher-centred and student-centred contrary perspectives

There are two very different approaches to enabling students to learn. One is where the teacher tells the students all that he thinks that they need to know. This direct teaching usually is given from the front of the class and the teacher controls all of the student learning by efficiently telling the whole class what needs to be learned. At the other end of the spectrum there is student centred learning where the teacher is only one of several resources available to each different student in the class.

6.3 Student-centred learning continuum

Within the various understanding of student centred learning there are a range of interpretations. In the limited interpretation the teacher decides what each individual student needs to know and sets the behavioural objectives to indicate efficient learning. Each student only learns what the teacher tells them but the information is specific to each student. At the other end of the student learning continuum, the student is in total control of what they learn and when they learn it. In this case the transmission of knowledge is not so efficient, but the control of the learning and understanding is very effective because it is monitored by the student themselves. In between these two extremes there are many interpretations of the term ‘student centred learning’. The key factor is that the student is in
control of the flow of learning information, no matter what are their disability related barriers to learning.

### 6.4 Implications for curriculum design

In order for a teacher to encourage student centred learning, there needs to be a clear curriculum framework through which students can progress, week by week and year by year. This framework should provide a curriculum of opportunity for each student to follow during their career through school. At the school and classroom levels there needs to be effective and appropriate curriculum design with the following features:

- The curriculum should be unitized with clear objectives
- Within a unit students should have a choice of what they wish to learn in the lesson

### 6.5 Lesson planning for student centred learning

Student centred learning requires the teachers to plan their lessons effectively. A lesson plan for a group of students should address the following questions:

- Are the indicative learning outcomes clear
- What are the identified learning processes for the beginning, middle and end of the lesson?
- What resources are identified?
- Is there any guidance for behaviour management?

### 6.6 Understanding the difference between the teacher’s lowest conceptual level which is above the students’ highest conceptual level

Across all of the range of ability there is evidence that teachers in a teacher-led teaching context, significantly overestimate the level at which their students are capable of learning. Teachers use their lowest level of understanding to give students access to their lessons. Again and again, at all levels of attainment, there is evidence that the majority of students in a class fail to have a high enough level of understanding to appreciate the lowest level of their teacher. The teachers continue to teach what they know but fail to recognize that many of the students have no idea what the teacher is saying or doing. This is one of the greatest problems with teacher led teaching. Student centred learning would overcome this as the students level of understanding is the starting point which they control.

### 7. The use of curriculum documentation for curriculum planning

The value of unitized Curriculum documentation is that they support curriculum planning at both the school and classroom level. This approach means that the attainment of the students drives the balance
of the school curriculum and not the subjective decisions of the school’s senior management team. In the three tables below we can see that a unitized curriculum within a scheme of work allows the senior managers monitor at a school level what is happening at the classroom teaching level as well as at the classroom timetabling level.

7.1 Teaching hours for the allocation of subjects

At a school level the scheme of work allows for the allocation of teaching hours in Form One.

<table>
<thead>
<tr>
<th>Maltese</th>
<th>English</th>
<th>Mathematics</th>
<th>Integrated Science</th>
<th>Religion</th>
<th>Total teaching hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>105</td>
<td>105</td>
<td>84</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Arts Education</td>
<td>History</td>
<td>PSD</td>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>42</td>
<td>42</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>ICT</td>
<td>PE</td>
<td>+ 1 foreign language option</td>
<td>+ other option</td>
<td></td>
<td>756 hours</td>
</tr>
<tr>
<td>21</td>
<td>42</td>
<td>84</td>
<td>42</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(The above data is based on scholastic year 2010-2011)
### 7.2 Yearly planning statement

This document can then be converted into a yearly planning statement for each class. This allows the senior management team to understand and then monitor what is happening across one year in any one class.

<table>
<thead>
<tr>
<th>School Yearly Planning 2011-2012</th>
<th>Form One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Block (TB1)</strong></td>
<td><strong>Teaching Block (TB2)</strong></td>
</tr>
<tr>
<td>Maltese</td>
<td></td>
</tr>
<tr>
<td>Unit 1 Jiena</td>
<td>Unit 5 Logħob u festi</td>
</tr>
<tr>
<td>Unit 2 Film li ma ninsa qatt</td>
<td>Unit 6 Sur editur</td>
</tr>
<tr>
<td>Unit 3 Int sabiha o Malta tagħna</td>
<td>Unit 7 L-istorja ta’ Jo</td>
</tr>
<tr>
<td>Unit 4 Darba waħda</td>
<td>Unit 8 L-iskola</td>
</tr>
<tr>
<td>Maths</td>
<td></td>
</tr>
<tr>
<td>Unit 1 Properties of whole numbers</td>
<td>Unit 6 Metric measures &amp; time</td>
</tr>
<tr>
<td>Unit 2 Angles</td>
<td>Unit 7 Triangles &amp; scale drawing</td>
</tr>
<tr>
<td>Unit 3 Number patterns &amp; co-ordinates</td>
<td>Unit 8 Accuracy &amp; number machines</td>
</tr>
<tr>
<td>Unit 4 Decimal number &amp; money</td>
<td>Unit 9 Polygons &amp; symmetry</td>
</tr>
<tr>
<td>Unit 5 Fractions</td>
<td>Unit 10 Displaying data, central tendency &amp; probability</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>Unit 1 Map Detectives</td>
<td>Unit 2 Exploring Malta (1)</td>
</tr>
<tr>
<td>Unit 2 Exploring Malta (2)</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Unit 1 The way we live</td>
<td>Unit 6 Friends</td>
</tr>
<tr>
<td>Unit 2 Going on holiday</td>
<td>Unit 7 The right job for me</td>
</tr>
<tr>
<td>Unit 3 The world of science</td>
<td>Unit 8 Let’s sing &amp; play</td>
</tr>
<tr>
<td>Unit 4 The world around us and beyond</td>
<td>Unit 9 Adventure</td>
</tr>
<tr>
<td>Unit 5 Families</td>
<td>Unit 10 Let’s play this game</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Unit 1 Studying history</td>
<td>Unit 3 Meeting civilizations</td>
</tr>
<tr>
<td>Unit 2 Beyond history</td>
<td>Unit 4 The Roman eagle spreads its wings</td>
</tr>
<tr>
<td>Subject</td>
<td>Unit 1</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Living in a society – socialisation</td>
</tr>
<tr>
<td><strong>PSD</strong></td>
<td>Getting to know my new school environment &amp; peers</td>
</tr>
<tr>
<td><strong>Music (General)</strong></td>
<td>Musicking</td>
</tr>
<tr>
<td><strong>Music (Option)</strong></td>
<td>note values, time names &amp; signatures</td>
</tr>
<tr>
<td><strong>Textile Studies</strong></td>
<td>One way to sew it up!</td>
</tr>
<tr>
<td><strong>PE</strong></td>
<td>Fast, high &amp; far</td>
</tr>
<tr>
<td><strong>Integrated Science</strong></td>
<td>In the lab</td>
</tr>
<tr>
<td></td>
<td>Grouping</td>
</tr>
<tr>
<td></td>
<td>Ecology</td>
</tr>
<tr>
<td></td>
<td>Energy around us</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td>My journey</td>
</tr>
<tr>
<td></td>
<td>The power within</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>The magic of line</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td>Let’s polish it</td>
</tr>
<tr>
<td>Language</td>
<td>Unit 1</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Italian</td>
<td><strong>Start</strong></td>
</tr>
<tr>
<td>French</td>
<td><strong>Recognizing</strong> French in various forms</td>
</tr>
<tr>
<td>German</td>
<td><strong>Let’s start</strong></td>
</tr>
<tr>
<td>Arabic</td>
<td><strong>Let’s get started</strong></td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td><strong>Gifts of the forest</strong></td>
</tr>
<tr>
<td>ICT</td>
<td><strong>Collecting and sharing information</strong></td>
</tr>
</tbody>
</table>
**Spanish**

- Unit 1 Ready, set, go!
- Unit 2 Hello, how are you?
- Unit 3 Where are you from?
- Unit 4 the family is well, thanks.
- Unit 5 How hungry!
- Unit 6 Everyone has their favourite colour
- Unit 7 Home, sweet home
- Unit 8 Come on!
- Unit 9 My daily routine
- Unit 10 It’s raining cats & dogs
- Unit 11 More beautiful than most
- Unit 12 Beach or mountain?

**Graph Communication**

- Unit 1 grasping the principles of basic geometric construction
- Unit 2 constructing angles & patterns by means of compass & set squares
- Unit 3 Constructing triangles & quadrilaterals
- Unit 4 Constructing circles & polygons
- Unit 5 Projecting isometric drawings
- Unit 6 Introducing information graphics

**Home Economics**

- Unit 1 Discovering Home Economics
- Unit 2 Pyramid power
- Unit 3 Smart snacking
- Unit 4 Breakfast Time
- Unit 5 Sweet Endings
- Unit 6 Roll up your sleeves
7.3 Weekly Timetable

This document can then be used to identify a time table for any one class according to the relevant teaching block. So for example if we take the subjects for Teaching Block One above we can then produce a timetable for that Teaching Block.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maths</strong></td>
<td><strong>PSD</strong></td>
<td><strong>English</strong></td>
<td><strong>Int. Science</strong></td>
<td><strong>Geography</strong></td>
</tr>
<tr>
<td>Unit 1 Properties of whole numbers</td>
<td>Unit 1 Getting to know my school...</td>
<td>Unit 1 The way we live</td>
<td>Unit 1 In the lab</td>
<td>Unit 1 Map Detectives</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>PSD</strong></td>
<td><strong>Maltese</strong></td>
<td><strong>Italian</strong></td>
<td><strong>Religion</strong></td>
</tr>
<tr>
<td>Unit 1 The way we live</td>
<td>Unit 1 getting to know my school..</td>
<td>Unit 1 Jiena</td>
<td>Unit 1 Start</td>
<td>Unit 1 My journey</td>
</tr>
<tr>
<td><strong>Maltese</strong></td>
<td><strong>PE</strong></td>
<td><strong>Maths</strong></td>
<td><strong>Religion</strong></td>
<td><strong>Maths</strong></td>
</tr>
<tr>
<td>Unit 1 Jiena</td>
<td>Unit 1 Fast, high &amp; far</td>
<td>Unit 1 Properties of whole numbers</td>
<td>Unit 1 My journey</td>
<td>Unit 1 Properties of whole numbers</td>
</tr>
<tr>
<td><strong>ALM</strong></td>
<td><strong>Italian</strong></td>
<td><strong>Maths</strong></td>
<td><strong>English</strong></td>
<td><strong>Italian</strong></td>
</tr>
<tr>
<td>Unit 1 Musicking</td>
<td>Unit 1 Start</td>
<td>Unit 1 Properties of whole numbers</td>
<td>Unit 1 The way we live</td>
<td>Unit 1 Start</td>
</tr>
<tr>
<td><strong>Maths</strong></td>
<td><strong>History</strong></td>
<td><strong>Italian</strong></td>
<td><strong>Maltese</strong></td>
<td><strong>Maltese</strong></td>
</tr>
<tr>
<td>Unit 1 Properties of whole numbers</td>
<td>Unit 1 Beyond History</td>
<td>Unit 1 Start</td>
<td>Unit 1 Jiena</td>
<td>Unit 1 Jiena</td>
</tr>
<tr>
<td><strong>Home Econ.</strong></td>
<td><strong>English</strong></td>
<td><strong>Int. Science</strong></td>
<td><strong>ICT</strong></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td>Unit 1 Discovering home</td>
<td>Unit 1 The way we live</td>
<td>Unit 1 In the lab</td>
<td>Unit 1 Collecting &amp; sharing information</td>
<td>Unit 1 The way we live</td>
</tr>
<tr>
<td><strong>Home Econ.</strong></td>
<td><strong>Int. Science</strong></td>
<td><strong>PE</strong></td>
<td><strong>Social Studies</strong></td>
<td><strong>Int. Science</strong></td>
</tr>
<tr>
<td>Unit 1 Discovering home</td>
<td>Unit 1 In the lab</td>
<td>Unit 1 fast, high &amp; far</td>
<td>Unit 1 Living in a society - socialisation</td>
<td>Unit 1 In the lab</td>
</tr>
</tbody>
</table>

Such a system means that there is a direct and manageable link between what is being taught in the classroom and what is planned at a senior management level. This also means that the results of the attainment levels of student assessment can influence that balance of hours allocated to each subject. If this happens then it is possible to say that the balance of the subjects taught in any school is driven by the student’s level of attainment i.e. it is a student centred curriculum.

8. The important contribution of eLearning

eLearning is about making learning more flexible by providing access to tools that give greater possibilities to teaching and learning. The question, “What can teachers and students do today that they could not do without technology?” has to be the guiding rule that helps teachers and students use the
tools to achieve skills that are expected in a 21st century learning environment. Digital technologies give control over to the users as to when and where they study while allowing them to develop at their own pace. Digital technology has the potential to provide a student centred learning environment tailored to meet individual needs.

8.1 Digital Technologies

eLearning provides a range of technologies including:

1. Generic software applications, word processors, spread sheets, and statistical tools which can be used to develop ideas and skills and to present and publish results and findings;
2. Subject specific software;
3. Presentation technologies - including interactive whiteboards, projectors, digital cameras, recording, mics, and presentation software;
4. The Internet - which provides access to a range of digital resources including on line libraries, databases and “Cloud computing”.
5. Conferencing - which includes e-mail, Blogs and Wikis, discussion boards, bulletin boards and chat tools that can support a range of collaborative activities;
6. Multimedia to support a variety of learning styles and includes the use of images, sound, video and animation;
7. Computer assisted assessment - automatic on-line testing which will be available on the National VLE. Some teachers are already using such software that is available on the Web;
8. Computer assisted learning - using the computer to support learning e.g. online tutorials that might include video or animation and feedback within a structured framework;
9. Video conferencing, involving the use of audio and visual communication can be used to share ideas collaboratively;
10. Streaming - digital audio and video delivered via the web can give students access to real situations that might otherwise be inaccessible;
11. Simulations and Models that enable students to explore real world models and develop practical skills in a safe environment;
12. Games including robotics, game consoles and 3D worlds where the student learns through experimentation and interacts with others in a simulated environment;
13. Visualisation tools including mind mapping and concept mapping tools that are used to represent complex information.
14. The list is not exhaustive and the creative teacher will be helped and supported in exploiting emerging technologies to enhance the teaching and learning.
8.2 Leaders’ role

Digital technology plays a critical role in allowing teachers to focus on student-centred approaches. Integrating digital technology into the curriculum is an essential way to retool our schools and turn them into learning spaces that will prepare our learners for tomorrow. Integrating technology into the curriculum is not the same as being competent in using the computer. Leaders should stop thinking about technology training and how it can be used in the classroom and start thinking about curriculum training that incorporates technology.
9. Appendices

Appendix 1:

Flexibility in curriculum management progression from a Unit to Teaching

The flexible hierarchical structure of the curriculum

At each level in the hierarchy of the schooling system the curriculum can be flexibly managed. This is more fully explained in the footnote.

- The central curriculum from the DCMeL
- The curriculum of opportunity the whole set of units for each subject at a college and school level
- Subjects scheme of work with the strands, their units and Level descriptors at HOD level
- Subject units all the units that make up the scheme of work for each subject at a classroom level
- Unit teaching objectives for the teacher’s delivery of the subject
- Lesson procedure guidance possible more detailed notes for a lesson
- Student learning outcomes macro for the class and micro for the student

Different forms of flexibility when managing the units at a classroom level

1. Flexibility in preparation for action
2. Flexibility in initial unit planning
3. Flexibility preparing for a lesson
4. Flexibility in modifying the teaching plan as you progress
5. Flexibility as a result of reviewing the teaching objectives and student attainment
Flexibility in developing a teaching implementation strategy at the classroom level

1. Flexibility in preparation for action

Decide the order and how many units to teach within a year and in which teaching blocks. Flexibility is in choosing the units in the order that suits you.

1.1 Flexibility in initial unit planning

- Read the unit as a whole to ensure that you have a picture of what it says.
- Ensure that you appreciate the approach to teaching and learning for that subject e.g. Science and enquiry.
- Reflect on the approach you will take to student centred learning.
- Decide on the teaching situations and learning activities that would suit your class of students. Review and if necessary rewrite the range of possible learning outcomes so that they reflect the range of students’ attainment levels in your class.

1.2 Flexibility preparing for a lesson

Decide on Unit Teaching Objectives for the week
➢ Insert the teaching objectives for the whole unit
➢ Identify some key words to be stressed throughout the unit
➢ Indicate some of the key teaching materials that you will use

**Decide on appropriate vocabulary**
Flexibility in deciding the key words to be used

The plan shown below is to illuminate what is meant by flexibility. It is not intended that the teachers has to write a similar plan although the teacher may make some sort of preparation guidance notes especially if there is an LSA in the class

**Decide on work station groupings of students**

1. For group one the objective and activity come from unit; In this case the planning follows the guidance
2. For group two the objective is a different one and the activity is as per unit; **Flexibility** In this case is that the order of the objectives is different for different students in the same class as some may have progressed more quickly
3. For group three the objective is the same as group two but the activity is different; **Flexibility** in this case is in the change of teaching activity
4. For group four the objective is from a different inclusive objective and the activity comes from The unit; **Flexibility** in this case is in the change of level of objective

**1.3 Lesson notes**

➢ Make a note of the approximate amount of time that you would devote to teacher centred teaching and student centred learning. You may have two 10 minutes teacher directed sections followed by a 10 minute student reviewed section within each lesson.

➢ Write the teaching situations and try to make them exciting.

➢ Write the guidance for teaching those activities to maximise student centred learning.

➢ Ensure that each supporting LSA has the activity that they are to do demonstrated to them (not just explained).

➢ Make sure that everyone knows that the learning outcomes are possible indicators of student response and not teaching objectives.
2. Flexibility in modifying your guidance notes as you progress

2.1 During the lesson

➢ During the lesson activities glance at the adults to check that they are doing what you expect. If the adult is not doing what you want either show them there and then or talk to them after the lesson.

➢ Ensure that any behaviour guidance is clear and adhered to.

➢ At the end of the lesson review the subject content that has been covered and evaluate if you need to make changes for the coming week. You may keep the same content for the whole teaching block or you may insert new activities or content.

Flexibility as the plan of the lesson progresses then you can evaluate:

➢ The appropriateness and effectiveness of the teaching materials,

➢ The teaching interaction situations,

➢ The groups and the effectiveness of the adult support

➢ The quality of achievement from the student

➢ The actual responses the students give that indicate the level of learning outcomes

Constantly refer back to the subject unit:

➢ Ensure that the spirit of the unit as shown in the objectives and indicative learning outcomes are clear in your teaching plan

➢ Reflect on the effectiveness of the delivery of your teaching objectives in the spirit of the unit

➢ Check that your subject approach to teaching and learning meets the guidance in the Teachers’ Handbook

➢ Reflect on whether you have assessed the student at the correct level of attainment that he can achieve without adult intervention

The modifications to subsequent lessons may be needed if not all objectives are covered. By modifying the teaching plan as the teaching block progresses, adjustments to lessons can be made according to:

➢ the speed at which the teacher successfully completes the teaching objectives

➢ the teaching situations can be modified according to the spontaneous inspiration of the teacher
the student learning outcomes can be individually adjusted, as the learning progresses for different students

2.2 Reviewing the teaching objectives and student attainment once the unit is completed

- Evaluate the effectiveness of the teaching objectives
- Evaluate the learning outcomes for each student
- Use the above information to inform the planning of the next unit

2.3 Flexibility with the Teaching Objectives

The teaching objectives are to inform the teacher’s delivery of the subject content.

- All of the teaching objectives contribute to the Teaching Objectives Framework for the subject.

- The teaching objectives reflect the syllabus of the Central Curriculum that are appropriate to the level of attainment of our students

- Teaching objectives should NOT be referred to as learning objectives. (Learning objectives do not exist within our diversity paradigm)

- Teaching objectives challenge the quality of the teacher’s knowledge of the subject they are teaching.

- For ease of access then for Form 1 there are a set of teaching objectives for students who are attaining at levels 5, 6, 7 and 8 and a later set in the same units for students who are attaining at levels, 1, 2, 3 and 4
2.4 Flexibility in evaluating learning outcomes

Macro Learning Outcomes are based on the level descriptors and they give us an indication of the range of student responses within an annual review context. They allow the teacher to appreciate the broad range of levels of student attainment in the class and to reflect on the general differences across a class of students.

Micro Learning Outcomes are based on the response of the students to their teaching experience within a lesson. When a lesson activity is first planned the micro learning outcome will be an estimate by the teacher.

- Once the lesson has been taught the teacher can write a realistic outcome statement.
- Each student will have his/her own expected learning outcomes.
- The ability to attain an outcome should be where the student is in control of the learning and NOT where the teacher is promoting an answer.
- During a Teaching Block a student should develop their learning outcome attainment.

3. Flexibility as a result of reviewing the teaching objectives and student attainment

In order to allow learning and teaching to inform each other it is important to review the activity in the classroom from both a teacher and a student perspective. The following criteria may help the teacher to reflect on the flexible criteria that may influence modifications of the teaching and learning process.

Critical review criteria

1. Are the teaching objectives from the Scheme of Work unit correctly copied?
2. How are the students put in groups at clearly defined work stations?
3. Does the range of activities fit the allocation of time for that lesson?
4. Is there an appropriate share of the amount of time between teacher centred teaching and student centred learning?
5. Do the teaching activities maximise student centred learning?
6. Are the teaching situations exciting?
7. Do the student learning outcomes differentiate the range of outcomes to be found within one level of attainment?
8. Is there an effective range of student learning outcomes expected for each teaching activity?

9. Do the supporting adults have clear written directions?

**Note on curriculum management and flexibility**

- At every hierarchical level of the schooling process the curriculum can be flexibly managed to ensure that the best quality of education is provided to the students. The different levels of management are DCMeL, College, SMT, HOD and Classroom.

- By curriculum management we are referring to the process whereby the co-ordination of the levels of attainment of each of the students are matched by the managed provision of the full range of educational resources, human, physical and financial.

- In a curriculum that is underpinned by the need to respond to diversity and student centred learning, then at each level there are two important features. In this case we are referring to curriculum management features for classroom teachers.

- The first feature is the need for teacher freedom to flexibly make decisions on how best to use the resources available. The second feature is the need to have responsibility so that the decisions that are made need to be evaluated.

- In this case the EO and HOD give the teacher a set of units which the teacher has flexibility to deliver. Conversely the teacher then is responsible to the HOS and EO for the evaluating the effectiveness of the planning as indicated by the progression in attainment of the students.

- Flexibility and responsibility of managing the curriculum at the higher levels will be referred to in another paper. At every level it is the successful progression in attainment level of the students that drives the management of the full range of curriculum resources.
Appendix 2: Assessment for Learning – important general principles

Assessment for Learning (AfL) occurs when evidence is used to adapt the teaching to meet the needs of the students. Assessment for Learning enhances learning for all types of students because it is there to build a bridge between what is known and what lies on the next step.

1. Understanding what students know

Before starting to teach a new topic or concept, we need to become aware of what are the pupils’ perceptions on the subject. Techniques that can be used include Brainstorming, Questioning, Survey, Concept Mapping, Mind web, Discussion, Short test, Evaluate written work done at home or at school.

2. Effective Questioning Techniques

We should consider the use of open challenging questions which allow a range of correct responses and require students to think. More wait time is required. This wait time has to be of around five seconds. Students usually leave the answering of questions to the few most able students in class or else when we use a ‘hands up’ technique, only those that are sure of the answer put up their hand as the others would not want to risk. What about the rest of the students? How will we know that these students have grasped the concept or the skill? Therefore avoid the hands up technique and give everybody an opportunity to answer. Questions can be of the following type:

- **Literal Questions**

- **Application Questions**
  Can you think of another situation similar to this?
  Do you know of another story that deals with the same issues?
  Do you know where else this can be used?

- **Analytical Questions**
  What makes you think that?
  Can you support your view with evidence?
  Why do you think this was written/given in such a way?
  Why did you decide to do it in such a way?

- **Synthesis Questions**
  What is your opinion?
  What evidence do you have to support your view?
  Given what you know about… what do you think?
  If you were…. what would you think
Evaluation Questions
What makes this ... successful?
Does it work if done in another way?
Which is better and why?

3. Oral Feedback during the lesson

Feedback is fundamental. It gives the opportunity to students to improve in their learning. Feedback has to be from teacher to student, student to teacher, and student to student. Good Oral Feedback should

1. focus on the student’s work not on the person
2. state specific ways on how the work can be improved
3. compare the work the student produced with what was previously done
4. do it all along the activity
5. be critically constructive use
6. give comments that push the learning forward
7. use a language that does not intimidate the students
8. consider all the students’ comments
9. focus on the learning intentions explained at the beginning

4. Oral and Written Feedback after the lesson

‘It is the nature, rather than the amount, that is critical when giving pupils feedback on both oral and written feedback’. (Black 2004)

Written feedback can be in the form of grades or comments or both. A numerical mark does not tell the students what needs to be improved in their work and therefore an opportunity to enhance their learning is lost. When a comment is written next to the grade, students tend to ignore the comment and all the corrections the teacher does. The mark becomes a measure of their ability.

Give students the correct advice that would lead them to correct their mistakes. This advice has to be concordant with the learning intention. The advice should be a very short piece of information about where the students achieved success and where they could improve against the learning intention.

The work should go back to the student who must be given time to carry out the requested changes. The work will then go back to the teacher who will correct it and give another advice on what can be done next to enhance learning.

Comments need to begin with what has been a success by showing what needs to be improved and by giving advice on how this improvement can be achieved.

The feedback given has to cause thinking and students need to be given time to answer

- Focus on specifics by asking a specific question about what went wrong
• Delve and ask questions that prompt a student to be more specific

The feedback given should stimulate the student to improve. It should be challenging enough to motivate the students to learn. Visible improvements will increase the students’ self-esteem.

5. Promoting Self-Assessment and Peer-Assessment

Self-Assessment

Many studies show significant progress made by children who have been trained to be self-evaluative. At the end of every lesson students are asked to produce reflective comments about their learning, followed by a teacher’s summary, unravelling misconceptions that might have been created and providing links with future learning. Self-evaluation has to be linked with the learning intentions and this will lead to student progress, more persistence and a higher self-esteem from the students’ part.

Training students to be self-evaluative

1. Explain why a self-evaluation is needed. Significant progress is made by students who are self-evaluative. When they compare their learning against the learning intentions, they understand where they stand in their learning. Then they can ask the necessary questions to move forward.
2. Recap the learning intention a number of times during the lesson.
3. Be prepared with a number of questions for the end of the lesson.
   What did you find most difficult to learn?
   Is there something which you are still unsure about?
   Is there anything you need to know more about?
4. Give students some thinking time (15-30 seconds) to answer the above questions.
5. Use different approaches to get the answers for the above questions such as whole class responses, paired-responses, group responses.

Peer-Assessment

When students are given the opportunity to verbalise what they have learnt, their brain will start processing the data by giving it a structure, forming bridges between what is new and those concepts/perceptions that they had before. This will make students aware of what has been learnt and what needs further clarification. Therefore it is of extreme importance that teachers give space and time for students to speak about the topic in question. Peer-assessment is the ability to assess the work of others, whether it is written, spoken, painted or any other practical piece of work. Students will be able to perform peer-assessment only if the teacher has given them clearly stated success criteria against which they can perform assessment. Skills which form the basis of peer-assessment: Students have to learn to observe to form an opinion and to know why they have formed that opinion.
Bibliography

Appendix 3: Digital Technology Enhanced Learning

Using Digital Technology to enhance learning is a requirement of the National Curriculum. It is the entitlement of all students. The entitlement documents that follow are not intended to be exhaustive, but indicate where Digital Technology might usefully support students in acquiring knowledge, being creative, collaborative and in communicating appropriately and effectively.

In many secondary schools access to Digital Technology at this point in time poses a number of challenges, so careful planning is necessary to use even a small amount with all students. The situation in Primary schools is less challenging as each class has at least three PC and the teacher’s laptop. As any reform is a journey rather than a one-off event, it is envisaged that the entitlement documents will be updated periodically to accommodate new emerging technologies. It is not intended that all of the suggested links and possible activities be used and those described may be used in different ways. Some activities and ideas lend themselves to using the teacher’s laptop and the interactive whiteboard at its most basic function. Other activities and ideas work best with a networked system and portable computers, and which make best use of the virtual learning environment. Students may be able to use ICT at home and this should be encouraged where it is appropriate.

The suggested ideas (at the end of each unit) exploit the software that already exists in school or is available freely in the public domain or cloud. Many of the activities are straightforward and easy to put in operation. Others may require support from e-Learning Champions in the school. In any case the best idea is for class teachers to consult the school’s e-Learning Champion about what they want to do and how it might fit in the curriculum. It is not the intention of the e-learning entitlement documents to deliver students’ ICT capabilities although some activities will consolidate what the students learn during discrete ICT and Computing lessons.

The PC and other digital technology

Primary and secondary school students need to be taught 21st century skills if they are to thrive in the technology-infused job sectors they will enter in the future. We need to fuse the traditional 3 Rs with critical thinking and problem solving, creativity and innovation, communication, and collaboration. It is no longer enough to instruct students in spoken and written communication. They need to be taught to communicate electronically including netiquette, email and Web interactions. Collaboration today happens also virtually, where materials and documents are shared without regard to physical space. More collaboration will be occurring in 3D, immersive environments so students need to be adept at navigating virtual worlds. It follows that students should be given opportunities to apply and develop their ICT capability through the use of digital technology and Web 2.0 tools to support their learning in all subjects.

Students should be given opportunities to support their work by being taught to:
- find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility;
- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy;
- exchange and share information, both directly and through electronic media especially Web 2.0 tools; and,
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

**Bloom’s Digital Taxonomy**

Bloom’s Taxonomy in its various forms represents the process of learning. The six levels by Bloom have been simplified in some cases, like the three storey intellect inspired by Oliver Wendell Holmes and adapted to education by Art Costa, but basically Bloom’s Taxonomy still represents how people learn. Bloom’s revised digital map is an update of the original 1950 and 2000 map and accounts for the new behaviours, actions and learning opportunities that emerge with new technologies. The digital taxonomy addresses the following skills:

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Thinking skills</th>
<th>Digital skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>Recognise, listen, describe, identify, retrieve, name, locate, find</td>
<td>Bullet pointing, highlighting, bookmarking, social networking, social bookmarking, searching, Googling, local bookmarking.</td>
</tr>
<tr>
<td>Understanding</td>
<td>Interpret, summarise, infer, paraphrase, classify, compare, explain, exemplify</td>
<td>Advanced searching, Boolean searching, blogging, twittering (micro-blogging), categorising, tagging, commenting, annotating, subscribing.</td>
</tr>
<tr>
<td>Applying</td>
<td>Implement, carry out, use, execute</td>
<td>Run, load, play, operate, hack (reconfigure or reprogram a system), upload, share, edit</td>
</tr>
<tr>
<td>Analysing</td>
<td>Compare, organise, deconstruct, attribute, outline, find, structure, integrate</td>
<td>Mashing-up (as in layering of images on maps), link, validate, reverse engineer, crack, media clip</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Check, hypothesise, critique, experiment, judge, test, detect, monitor</td>
<td>Comment in blogs, post, moderate, collaborate, network, refactor (as in improving code readability, i.e. undertaking tiny changes in program code to improve software), testing new code</td>
</tr>
<tr>
<td>Creating</td>
<td>Design, construct, plan, produce, invent, devise, make</td>
<td>Program, film, animate, blog, video blog, mixing and remixing, wiki-ing, publishing, video casting, podcasting, directing</td>
</tr>
</tbody>
</table>

Directorate for Quality and Standards in Education – Curriculum Management and eLearning Department

48
Appendix 4: Matching software to Attainment Levels 1 to 3

The following level 1, 2 and 3 attainment level statements all contain examples of software that can be used to support teaching activities.

Level 1

A1i Using Big Bang, Switch It Patterns to attract attention, student may be passive or resistant.
A1ii Using Switch It Series, student shows alertness and simple reflex responses.
A2i Switching on a fan or tape recorder using a switch, watch and track images on a screen using Big Bang, Big Bang Patterns.
A2ii Turn towards familiar music and stories and respond to familiar events in a story. Repeatedly press a sequence.
A3i Communicate intentionally to ask for computer, press the Go button on a BeeBot to repeat a movement. Show pleasure at the responses e.g. Switch It Series build up.
A3ii Initiate a program - e.g. Touch Games, Switch it Maker 2 to start the sequence. Anticipate the next step in a program e.g. Choose and tell Legends. Use two switches to make a choice e.g. Switch Skills for Two, Choose and Tell Series. Use Choose it Maker 2 to make a simple decision. Show awareness of problem-solving e.g. pressing a switch repeatedly when the computer has been switched off.

Level 2

A4 Students recognise their own image (digital photographs in Switch It! Face Maker), start a story on a DVD.
A5 Matching activities in Skill Builders Matching Skills, Sorting Skills, recognising numbers and alphabet letters in Choose It Maker 2, Clicker 5. Use a communication grid to make needs and wants known Boardmaker Plus, The Grid 2.
A6 Use the computer or portable communication device to send a message, write their own name in Clicker 5, Symwriter. Save and retrieve work they have done in Clicker 5. Follow a set of instructions to control the Constructa-bot, Pro-Bot. Switch on the computer and load a familiar program independently.

Level 3

A7 Choose which images to include in Switch It Maker 2. Give directions and instructions and use symbols to write messages in Clicker 5, Symwriter, Communicate in Print 2.
A8 Record own voice on Easi-Speak or computer program e.g. Switch-it Maker 2, put together their own slide sequence using Switch-it Maker 2, select and insert a clip art into a word processor, Select a range of tools from a toolbar in Clicker 5, make animation in Textease.
Appendix 5: Online resources for attainment levels 1 to 3

The following list details sources of free software and guides that can be used to support students with individual educational needs and the use of Assistive Technology.

ACE Centre Advisory Trust [http://www.acecentre.org.uk](http://www.acecentre.org.uk)
ACE Centre access software, a free version of Switch Access to Windows plus Windows shareware.

Call Centre [http://www.callcentrescotland.org/resources](http://www.callcentrescotland.org/resources)
Downloadable communication boards and resources, BoardMaker V6, Clicker 5 and PowerPoint resources.

Children’s BBC (CBBC) [http://www.bbc.co.uk/cbbc/](http://www.bbc.co.uk/cbbc/)
BBC web site for children with switch accessible online games.

Communication for All [http://www.communication4all.co.uk/](http://www.communication4all.co.uk/)
An interesting website which supports inclusion

freely downloadable Clicker 5 grids, a software package used to support students across all curricular areas.

Do to Learn [http://www.dotolearn.com](http://www.dotolearn.com)
Games, songs and fun activities.

Online curriculum material including Languages, Physical Sciences, Geography, Sciences, Maths, Music.

Help kidz learn [http://www.helpkidzlearn.com](http://www.helpkidzlearn.com)
a number of activities which can be used with a switch, tracker-ball or other hardware.

Hiyah [http://www.hiyah.net/software.html](http://www.hiyah.net/software.html)
downloadable games including pre-literacy and early maths skills.

Ideas, games and resources for art, music and playing video and computer games using switches.

Activity exchange area including the Intelliekeys concept keyboard and Classroom Suite.

Can create a puzzle with a minimum of 6 to a maximum of 200 puzzle pieces.

Mayer-Johnson resources [www.mayer-johnson.com](http://www.mayer-johnson.com)
Software downloads and a 30 day trial version of Boardmaker symbols.

Meldreth Manor [http://atschool.eduweb.co.uk/meldreth/textandinfo/comp.html](http://atschool.eduweb.co.uk/meldreth/textandinfo/comp.html)
Meldreth Manor School has downloadable PowerPoint and Illuminatus switch activities.
