

CURRICULUM CONNECTIONS

Each idea is tagged with its curriculum connections, which we have summarised in this quick-reference table.

ENGLISH: TOOL BOX 1

| ACTIVITY TITLE | LEARNING REFERENCES |
|--------------------------------|--|
| Spotting words in the script | <ul style="list-style-type: none"> Using a dictionary Expanding vocabulary Presenting research findings |
| Introducing <i>Aladdin</i> (A) | <ul style="list-style-type: none"> Writing a design brief for costumes, scenery or lighting |
| Introducing <i>Aladdin</i> (B) | <ul style="list-style-type: none"> Identifying the different features of a story Story structure |
| Tourist trap | <ul style="list-style-type: none"> Non-fiction writing: Writing a travel brochure |
| New words for old | <ul style="list-style-type: none"> Expanding vocabulary Writing for performance |
| Keep the scene going | <ul style="list-style-type: none"> Connectives |
| Points of view | <ul style="list-style-type: none"> Understanding storylines and events on stage Writing to describe events |

ENGLISH: TOOL BOX 2

| ACTIVITY TITLE | LEARNING REFERENCES |
|------------------------------|--|
| How are you feeling? | <ul style="list-style-type: none"> Understanding character and plot Writing to describe feelings and events Public speaking Other link: I.T. |
| Points of view | <ul style="list-style-type: none"> Understanding character and plot Writing to describe events |
| I was provoked! | <ul style="list-style-type: none"> Writing for performance Public speaking |
| A foreign language? | <ul style="list-style-type: none"> Expanding vocabulary Writing to entertain Public speaking |
| Create a character | <ul style="list-style-type: none"> Writing to persuade argue and inform Drama |
| Right here, right now! | <ul style="list-style-type: none"> Writing to describe events |
| Change the medium | <ul style="list-style-type: none"> Writing to explain Drama Other link: I.T. |
| I hate to be critical but... | <ul style="list-style-type: none"> Review writing Public speaking |
| Tourist trap | <ul style="list-style-type: none"> Writing to inform and persuade Non-fiction writing Public speaking Other link: I.T. |

ENGLISH: TOOL BOX 3

| ACTIVITY TITLE | LEARNING REFERENCES |
|-------------------------------|--|
| Character summaries | <ul style="list-style-type: none"> Understanding character Grammar Word definitions |
| Make 'em laugh, make 'em sing | <ul style="list-style-type: none"> Writing to attract and entertain Summarising |
| I hate to be critical but... | <ul style="list-style-type: none"> Review writing |
| Give me 250 words | <ul style="list-style-type: none"> Writing an epitaph, a magazine article or a letter of apology |
| Souvenir hunter | <ul style="list-style-type: none"> Non-fiction writing Other link: I.T. |



KS3 CURRICULUM CONNECTIONS

READING

- Learning new vocabulary, relating it explicitly to known vocabulary, and understanding it with the help of context and dictionaries

WRITING

- Studying setting, plots and characterisation
- Write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including:
 - Well-structured formal expository and narrative essays
 - Stories, scripts, poetry and other imaginative writing
 - Notes and polished scripts for talks and presentations
 - A range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- Summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.

SPEAKING

- Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology
- Speak confidently and effectively, including:
 - Using Standard English confidently in a range of formal and informal contexts, including classroom discussion
 - Giving short speeches and presentations, expressing their own ideas and keeping to the point
 - Participating in formal debates and structured discussions, summarising and/or building on what has been said
 - Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

PSHE/SMSC OR EQUIVALENT

The objective of this optional piece of work in KS3 PSHE is to help students connect and contrast the main themes in the *Aladdin* storyline with what is considered to be safe behaviour online for young people.

DANCE: LEARNING OUTCOMES

Students will:

- Research different dance styles by looking online, reading the Choreographer Q&A, and by watching *Aladdin* the musical.
- Discuss their own experiences of dance in social and community settings.
- Think about how dance styles can be an expression of culture and consider how the music associated with the dance affects it.
- Understand that dance is a visual form of storytelling.
- Practice simple warm-up and cool-down routines to encourage good practice.
- Work in groups to create short dance routines inspired by stories they have devised themselves.

CURRICULUM LINKS

KS3 DANCE:

- Students perform dances using advanced dance techniques within a range of dance styles and forms
- Students develop their technique and improve their performance in other sports e.g. gymnastics, dance.

KS3 ENGLISH: WRITING

Pupils should be taught to write for a wide range of purposes and audiences, including:

- stories, scripts, poetry and other imaginative writing
- considering how their writing reflects the audiences and purposes for which it was intended.

