



LOTUS PETAL SENIOR SECONDARY SCHOOL
GRADE - 6
SUBJECT - THEATRE

Month	Topic/Content	Learning Objective	Teaching Method	Learning Outcome	Subject Enrichment Activity	Art Integration
April 18	Introduction to Theatre (Origin theory) - Action, Reaction, Body Language	To understand the origin of theatre and explore action-reaction relationships through body language.	- Introduction to the history of theatre - Action-reaction exercises in pairs	Students will understand the origins of theatre and improve their ability to express actions through physical movements.	- Create a visual timeline of the theatre's origin. - Role-playing to enact historical events.	- Integrate dance and body movements to enhance action-reaction exercises.
May 11	Retrospection of Self	To promote self-awareness and introspection through theatre.	- Self-reflection journaling - Group sharing and peer feedback	Students will analyze their own personality traits and share personal experiences, improving self-expression.	- Create self-portraits through art, focusing on personal qualities. - Use creative writing to express self-reflections.	- Integrate music to reflect the emotions felt during self-reflection.

July 21	Expressions - Introduction to Navras	To explore the nine emotions (Navras) and understand their relationship with Bhavas (feelings).	- Lecture on Navras and Bhavas - Group activity to enact different Navras	Students will identify and perform the nine emotions (Navras), and connect them with appropriate feelings (Bhavas).	- Create a chart or poster of the Navras and their corresponding Bhavas.	- Use visual arts to create symbols or images representing each Navra and Bhava.
August 14	Building up of a Scene - Plot Points	To learn about structuring scenes using plot points and midpoints.	- Group exercises to break down a plot structure - Brainstorming plot points and midpoints	Students will develop an understanding of how plot points and midpoints create a dynamic scene and narrative.	- Create a scene map with key plot points and transitions.	- Use visual storytelling, like comics or storyboards, to illustrate plot points in scenes.
September 7	Scene Sequencing - Drama Creation (Subject Topics) and Assessments	To create drama based on subject knowledge, improving reading, writing, and speaking skills.	- Group work on adapting an SST chapter into a short scene - Peer assessment of performance	Students will create and perform a drama scene based on an academic subject, developing skills in storytelling and analysis.	- Draw scenes or diagrams to represent the subject topic adapted into a play.	- Integrate music and sound effects to enhance the mood of the subject-based scenes.

October 15	Annual Day Preparations / Using Conflict and Denial as a Tool	To understand the role of conflict and denial in drama and use them to drive a performance.	- Rehearsals incorporating conflict and denial - Group improvisations	Students will understand how to create conflict and use denial in drama, enhancing character and story depth.	- Collaborate with other subjects to integrate conflict into a scene (e.g., history or science).	- Use dramatic lighting or color schemes in set designs to reflect the conflict in the scene.
November 17	Annual Day Preparation and Final Show / Improvisations on Conflict and Denial	To refine and perform a dramatic piece, incorporating improvisation techniques.	- Final rehearsals - Improvisation sessions with conflict scenarios	Students will gain confidence in performing, improving their ability to improvise and react to conflict in the moment.	- Develop a script or storyline based on conflict scenarios.	- Collaborate with the music department to create background scores that emphasize dramatic tension.
December 14	Retrospection of Family and Relations	To reflect on personal relationships and express these bonds through drama.	- Group discussions about family dynamics - Role-playing family interactions	Students will reflect on their own family dynamics and express these relationships through dramatic portrayal.	- Draw family trees and illustrate key moments shared with family members.	- Use visual arts to create props or costumes that symbolize family roles and relationships.
January 8	Scene Building Using 5W's (What, Where, When, Why, Who)	To understand the role of the 5W's in shaping a scene and developing characters.	- Group exercises focusing on answering the 5W's for a scene - Scene-building activity using 5W's	Students will effectively incorporate the 5W's into scene building, creating structured and engaging narratives.	- Write a short story based on the 5W's and turn it into a scene.	- Use visual storytelling techniques (storyboards, drawings) to plan the 5W's in scenes.

February	Assessment Performances	To demonstrate the skills learned throughout the year in a final performance.	- Final performance rehearsals - Peer and teacher feedback on performances	Students will apply all skills learned in the course, delivering a polished performance with confidence and creativity.	- Design and create costumes for the final performance.	- Use the visual arts to create the stage design and props for the final performance.
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