



**LOTUS PETAL SENIOR SECONDARY SCHOOL**  
**GRADE - 8**  
**SUBJECT - THEATRE**

Month	Topic/Content	Learning Objective	Teaching Method	Learning Outcome	Subject Enrichment Activity	Art Integration
<b>April</b>	Action-reaction with body movement and gestures	To enhance the ability to express emotions and reactions through body movements.	Role-playing, group exercises, body movement activities.	Students will learn how to express feelings through physical movement.	Create a short skit using body language to express different emotions.	Use dance or mime to convey emotional responses.
<b>May</b>	Scene sequencing of self and family	To reflect on personal experiences and connect them into a coherent performance.	Story sharing, group activities, sequencing exercises.	Students will connect incidents from their own and family's life into a structured scene.	Create a scene based on family incidents, sequencing them effectively.	Integrating personal stories with visual art (family portraits or family tree).
<b>July</b>	Rasa and bhava at actor's and receiver's end	To explore the difference between the actor's emotional expression and the audience's reception.	Lecture, group discussion, acting exercises.	Students will understand how emotions are transmitted and perceived in a performance.	Conduct a group performance exploring rasa and bhava from both perspectives.	Express emotions through art (portraits or abstract representations of rasa).

<b>August</b>	Building up of a scene – using characters’ sthayi bhaav (emotions)	To learn about the significance of emotions in character building and story structure.	Character study, group discussions, role-playing.	Students will be able to build a scene using emotional depth and character-based motivations.	Create a scene focusing on developing a character’s emotions and actions.	Visualize characters through costumes or props based on their emotional traits.
<b>September</b>	Scene sequencing – TIE with a topic of any subject and assessments	To develop the skill of creating drama based on academic content, reinforcing cross-curricular learning.	Group work, brainstorming, group performance planning.	Students will be able to transform academic topics into dramatic performances.	Develop a performance that ties a topic from another subject (e.g., history, science) into a scene.	Use creative visual elements (e.g., creating backdrops or props related to the subject).
<b>October</b>	Annual day preparations/ Scene work with any subject topic	To apply learned skills and techniques to create a drama that ties into any academic topic.	Rehearsals, group collaborations, feedback sessions.	Students will have the opportunity to perform a scene, showcasing both their academic knowledge and creative skills.	Collaborate to prepare a performance based on any chosen subject topic.	Integrate music, dance, or art to complement the academic topic in the performance.
<b>November</b>	Annual day preparation and final show/ Scene work with any subject topic	To perfect and showcase a performance, demonstrating all the skills learned throughout the year.	Final rehearsals, peer feedback, teacher guidance.	Students will gain confidence in performing and presenting their work in front of an audience.	Final performance on Annual Day.	Incorporate set design, costumes, and music to enhance the performance.

<b>December</b>	Retrospection of society with self	To reflect on the role of individuals in society and the responsibilities they hold.	Group discussions, role-playing, reflection exercises.	Students will understand the importance of civic responsibility and societal roles.	Write and perform a monologue or skit exploring societal issues and personal responsibility.	Use visual art (posters or sculptures) to express civic themes.
<b>January</b>	Studying character sketch and developing character graph	To understand the process of creating a character, including history and motivations.	Character analysis, writing exercises, group brainstorming.	Students will be able to create detailed character sketches and understand their development in a performance.	Create a detailed character sketch, including backstory and motivations, and perform a short scene based on this character.	Illustrate character development through drawings, mood boards, or sculptures.
<b>February</b>	Assessment performances	To demonstrate the skills learned throughout the year in a final performance.	Rehearsals, peer evaluations, self-reflection activities.	Students will showcase their learning through a final dramatic presentation.	Prepare and perform a final assessment scene, applying all learned methods and techniques.	Integrate music, dance, and visual art to enhance the final performance.