

How does TOM fit into your Curriculum?

The Arts

LONG TERM CHALLENGE EXAMPLE

a INTRODUCTION

"Cats" is a musical by Andrew Lloyd Webber and is the sixth longest running West End Show in history. What is it that makes popular theatre shows so appealing to so many for so long? It may be that the storyline is relatable to people no matter what age and where they live. So could this story relate to your context?

b CHALLENGE

Your team must retell the musical "Cats" but make it set in your home town. You must include 4 original contemporary songs that help to tell the story and 2 recognisable features from your city painted on backdrops.

c PRESENTATION

- Show evidence of research of the basic plot of "Cats" in the storyline
- Set the story in your home town or city
- Perform 4 original songs as part of the new musical
- Demonstrate the contribution of the songs to the storyline through the lyrics
- Create backdrops that feature recognizable landmarks from your town or city



HABITS OF MIND

Creating, Imagining and Innovating are important during this challenge. Think about how something might be done differently from the "norm"; propose new ideas; strive for originality; and consider novel suggestions others might make.

THINKING SKILLS

This challenge requires students to identify the elements required, generate a range of possible solutions and then research and synthesize the ideas in order to create a new script. Evaluation is an ongoing process

PERSONAL LEARNING

The group structure of the challenge provides students with an opportunity to learn with and from their peers. Skills in time and resource management are critical for completion of the task, with the teacher acting as a facilitator of learning.

HIGHER ORDER THINKING

Challenges guide students through a hierarchy of thinking, moving from knowing through to creating and evaluating.

ENGLISH

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes



Make connections between students' own experiences and those of characters and events represented in texts drawn from different contexts

THE ARTS

Rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience

The drama, music and visual arts aspects of this challenge enables students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences. This challenge requires students to make an artwork, drawing on the world as a source of ideas. It encourages them to explore a range of forms, styles and contexts.

Students develop a knowledge and understanding of traditional and contemporary drama as critical and active participants

