

## Learning Plan 1

**BLWYDDYN:** 10

**PWNC:** Performing Arts

### Knowledge Focus:

Develop understanding of performance and production roles in the Theatre, and participate in relevant workshops to enhance understanding and identifying strengths when explores different responsibilities.



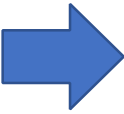
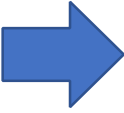
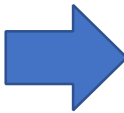
### Skills, knowledge & understanding to be developed in this Learning Plan:


- Understand the course content and how grades will be achieved/awarded over the course of two years.
- Develop theoretical and practical knowledge of different styles of performance, expanding experiences and skills, and also identifying interests and strengths within either performance or production.

### Key terms to be learned in this LP:

Acting, Performance, Audience, Dance, Physical Theatre, Musical Theatre, Staging, Shakespeare, Classical, Comedy, Modern, Monologue, Duologue, Script, Dialogue, Character, Motivation, Interaction, Reaction, Naturalistic, Tragedy, Realism, Symbolism, Historical, Narrative, Plot, Scene, Flashback, Mime, Chorus, Tension, Transition, Emotion, Status, Levels, Arena, Traverse, Thrust, Proscenium Arch, Expression, Tone.

Wythnos		Objective Assessments	Gwaith Cartref
<p><b>Week 1: Course Introduction</b></p> <p>Develop understanding of the course content and Unit criteria, making relevant notes about the course and how to develop within performance and/or production.</p> <p>Participate in team building activities to develop listening skills, problem solving, respect and communication within the group.</p>		<p><b>Be able to...</b></p> <ul style="list-style-type: none"> <li>• Understand the course content and how to achieve a grade.</li> </ul>	<p><b>Set:</b></p> <p><b>Due:</b></p>
<p><b>Week 2: Acting</b></p> <p>Develop knowledge of Acting skills and view examples from Theatre, TV and Film. Learn about various methods such as immersive theatre and method acting. Discuss the skills needed to become a successful actor.</p> <p>Participate in a selection of acting tasks based around improvisation and explore the use of a stimulus when creating a scene. Look at some basic script and monologue texts, work on staging ideas and performance suggestions to then perform the text to the class. Start looking into the idea of immersive theatre and the intended audience reaction to a performance piece.</p>		<p><b>Be able to...</b></p> <ul style="list-style-type: none"> <li>• Understand key techniques needed when exploring Acting as a performance style.</li> <li>• Participate in a practical workshop based on the topic.</li> <li>• Develop physical acting skills through body language, stage presence, movement, facial expressions, emotions, gestures and character development.</li> </ul>	<p>Acting task posted to Google Clsrooms to further develop knowledge of performance style.</p> <p><b>Set:</b></p> <p><b>Due:</b></p>
<p><b>Week 3: Dance &amp; Physical Theatre</b></p> <p>Develop knowledge of Dance and Physical Theatre techniques and discuss the differences between the art forms. Watch examples from Theatre, TV and Film, and review practitioner techniques and ideas. Discuss the skills needed to become a successful dancer or physical theatre performer.</p> <p>Participate in a movement workshop, first warming up and encouraging any pupils who take dance classes outside of school to take leadership with the warm-up session. Listen to a piece of music and create a 1-2-minute choreographed dance piece based on the emotions that are felt when listening to the song, think of how the storyline can be</p>		<p><b>Be able to...</b></p> <ul style="list-style-type: none"> <li>• Understand key techniques needed when exploring Dance and Physical Theatre as a performance style.</li> <li>• Participate in a practical workshop based on the topic.</li> <li>• Develop understanding of movement practitioners and how their styles of performance can be implemented on stage.</li> </ul>	<p>Dance/Physical Theatre task posted to Google Clsrooms to further develop knowledge of performance style.</p> <p><b>Set:</b></p> <p><b>Due:</b></p>

<p>presented through movements instead of dialogue. When focusing on Physical Theatre, look at examples from previous pupils work and use these to inspire a short piece. Think about including stillness, gesture, symbolism and emotion.</p>			
<p><b>Week 4: Musical Theatre</b></p> <p>Develop knowledge of Musical Theatre and compare the challenges of live performances and recorded performances. Develop understanding of the skills needed to work within Musical Theatre and watch examples of famous productions. Enhance knowledge of well-known performances and think about why audiences choose to observe musical theatre productions.</p> <p>Encourage the further development of musical theatre by playing a game of 'Broadway Bingo', where the pupils have to name the song / musical that is being played and cross it off their list. Using musical theatre posters as a stimulus, work in groups to recreate live versions of the posters through freeze frame, focusing on body language, levels, facial expressions, costume and props. Each group will choose a musical song video and have time to recreate their own version by copying / adapting the choreography, lyrics and staging directions.</p>		<p><b>Be Be able to...</b></p> <ul style="list-style-type: none"> <li>• Understand key techniques needed when exploring Musical Theatre as a performance style.</li> <li>• Participate in a practical workshop based on the topic.</li> <li>• Develop knowledge of various musical practitioners and understand the intention behind plot choices and the delivery of emotions through song and dance.</li> </ul>	<p>Musical Theatre task posted to Google Clsasrooms to further develop knowledge of performance style.</p> <p><b>Set:</b></p> <p><b>Due:</b></p>
<p><b>Week 5: Stage Combat</b></p> <p>Develop knowledge of Stage Combat and why it is crucial to choreograph any 'fight' scenes within theatre, TV or film. Learn about the key rules of Stage Combat and how to use them practically. Watch live examples of famous plays and films that have used Stage Combat to successfully create the appearance of a battle to the audience.</p> <p>Ensure that the pupils understand the importance of health and safety, and are prepared for the lesson before attempting the movements. The pupils will be taught eight key movements and once confident, will be given the task of preparing a short scene and choreographing a realistic fight within their scenario. Teacher spotting, guidance and observations will be crucial throughout the workshop. Pupils must be wearing appropriate clothing and remove any earrings, rings or watches. Hair must be tied back.</p> <p><b>Movements:</b></p> <ul style="list-style-type: none"> <li>• Straight Punch</li> <li>• Roundhouse / Hook Punch</li> <li>• Winded Punch</li> <li>• Kick</li> <li>• Clothes Grab / Throw</li> <li>• Slap</li> <li>• Hair Grab / Throw</li> <li>• Dodge, Duck or Dive</li> </ul>		<p><b>Be able to...</b></p> <ul style="list-style-type: none"> <li>• Understand key techniques needed when exploring Stage Combat as a performance style.</li> <li>• Participate in a practical workshop based on the topic.</li> <li>• Follow health and safety guidelines successfully and maturely.</li> <li>• Choreograph, rehearse and perform a well developed fight scene that contains clear character motivation, exaggarrated movements, reactions, interactions and stage presence.</li> </ul>	<p>Stage Combat task posted to Google Clsasrooms to further develop knowledge of performance style.</p> <p><b>Set:</b></p> <p><b>Due:</b></p>
<p><b>Week 6: Staging</b></p> <p>Develop knowledge of the main types of staging that are used for performance. Expand subject knowledge and discuss possible director choices when thinking of performances that use different types of stages. Watch video examples and answer quiz style questions to ensure that the pupils are confident with the terminology.</p>		<p><b>Be able to...</b></p> <ul style="list-style-type: none"> <li>• Identify and use staging directions correctly.</li> <li>• Identify different types of staging and explain why they are effective.</li> <li>• Participate in a practical</li> </ul>	<p>Staging task posted to Google Clsasrooms to further develop knowledge of performance style.</p>

<p>Pupils are greeted at the door of the studio by the 'museum owner' and are asked to sign in and receive a ticket. When entering the room, they are given the task of matching the staging directions to the correct area on the stage floor, and also matching the theatre names to the correct theatre photo. This task encourages quick thinking and teamwork. After the task, one pupil will be selected as the inspector to check the answers and reveal the results to the class. The pupils will then participate in a task that explores spatial awareness to further develop their understanding of audience reaction, staging choices and atmosphere. They will perform one scene close together and repeat it at a distance to see the differences, they will then repeat the scene again in different / strange locations to see how this alters the scenario.</p>		<p>workshop based on the topic, and explore how staging can create different meaning and atmosphere for the audience.</p>	<p><b>Set:</b> <b>Due:</b></p>
<p><b>Week 7-12: Christmas Performance Project</b></p> <p>As a class, develop ideas for a small performance project that will be delivered to the lower school. This can be a live immersive project, workshop or performance. The class need to decide on a theme, performance style and role within the project.</p> <p><u>Project requirements:</u></p> <ul style="list-style-type: none"> <li>• Theme or stimulus</li> <li>• Performance style</li> <li>• Location</li> <li>• Target Audience</li> <li>• Marketing</li> <li>• Practitioner techniques</li> <li>• Performance or production roles</li> <li>• Technical theatre: set, lighting, sound, props...</li> <li>• Rehearsals</li> <li>• Workshops</li> <li>•</li> </ul> <p>This project will assist the pupils with their Unit 1 assessment as it will provide them with the skills and experiences necessary to prepare for their external assessment. They will gain an understanding of the specifications and grade boundaries, and will be able to receive feedback to improve when preparing for their final performance.</p> <p><b>RECORDED ASSESSMENT</b></p>	<div style="text-align: center;">  </div> <div style="background-color: #ff69b4; padding: 5px; text-align: center; margin-top: 10px;"> <b>Assessment</b> </div>	<p><b>Be able to...</b></p> <ul style="list-style-type: none"> <li>• Plan, prepare, rehearse and perform a short live performance.</li> <li>• Work successfully as a team of performers and designers.</li> <li>• Perform to a live audience</li> <li>• Discuss strengths and improvements when reviewing the performance project. .</li> </ul>	<p>Research performance ideas, create a script as a group and learn lines in preparation for the performance.</p> <p>Answer a selection of short questions to evaluate the performance and identify the progress made.</p> <p><b>Set:</b> <b>Due::</b></p>