

## Learning Plan 1

**BLWYDDYN:** 11

**PWNC:** Performing Arts

### Knowledge Focus:

Complete external assessment – Unit 3: Acting Skills / Unit 7: Production

### Learning Aims




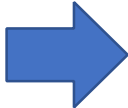

- A: Explore and develop your performance / production skills and review your own practice.
- B: Use your acting / production skills within rehearsals and performance.


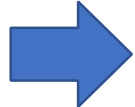
### Skills, knowledge & understanding to be developed in this Learning Plan:

- Preparing, planning and performing an existing script to a live audience.
- Submit a detailed working portfolio that includes research, practitioner information, rehearsal logs and evidence, teacher observations, peer assessments and self assessments.
- Submit an evaluation reviewing strengths and progress made throughout this Unit of work.

### Key terms to be learned in LP:

Accent, Backstage, Blackout, Blocking, Body Language, Character, Clarity, Costume, Dialogue, Dress Rehearsal, Evaluate, Facial Expression, Flashback, Freeze Frame, Front of House, Gesture, Gobo, Make-up, Monologue, Movement, Pace, Pause, Performance, Play, Plot, Posture, Proxemics, Rehearsal, Role, Scenario, Scene, Script, Set, Staging, Stimulus, Target Audience, Timing, Tone, Tragedy, Voice, Venue, Volume.

Wythnos		Objective Assessments	Gwaith Cartref
<b>Week 1</b> Review the Unit contents and assessment criteria. Explore a variety of different performance styles and discuss possible existing plays to research. Participate in relevant workshops to explore various performance techniques and use this knowledge to make final decisions when choosing an appropriate topic related to the assignment brief.		<b>Be able to...</b> <ul style="list-style-type: none"> <li>• Attend group meetings and participate in discussions related to the assignment brief.</li> <li>• Practical workshops.</li> <li>• Skills Audit</li> </ul>	Read the assignment and develop understanding of the assignment brief.  <b>Set:</b>  <b>Due:</b>
<b>Week 2</b> Participate in a selection of Acting workshops to develop technical acting skills through the use and control of movement, voice and stage presence. Review and assess progress by creating SMART targets and discussing current grades and how these can be improved. Make a final choice in regards to the chosen play.		<b>Be able to...</b> <ul style="list-style-type: none"> <li>• Make independent choices and choose a suitable text.</li> <li>• SMART targets</li> <li>• Participate in practical workshops.</li> </ul>	Research the chosen topic and look for possible texts to study.  <b>Set:</b>  <b>Due:</b>
<b>Week 3</b> Choose a relevant practitioner and research the techniques, thinking about how they could be implemented within the script to convey the intended meaning of the performance. Relevant practitioner techniques will be explored and practiced through practical workshops. Explore the use of story telling by responding to a selection of appropriate stimuli and observe the work of others to create clear peer assessments that will support learner progress.		<b>Be able to...</b> <ul style="list-style-type: none"> <li>• Participate in practical workshops.</li> <li>• Show understanding of relevant practitioner techniques.</li> <li>• Peer Assessments</li> </ul>	Research chosen practitioner and relevant performance or production techniques.  <b>Set:</b>  <b>Due:</b>
<b>Week 4</b> Pupils need to identify strengths within performance/production skills and choose suitable roles within the project. Complete research to develop an understanding of role and complete various theory tasks related to individual targets and development of skills.		<b>Be able to...</b> <ul style="list-style-type: none"> <li>• Identify performance and production strengths.</li> <li>• Choose suitable roles</li> <li>• Character research.</li> </ul>	Research character or production role.  <b>Set:</b>  <b>Due:</b>
<b>Week 5-10</b> Attend practical rehearsals, complete rehearsal logs, attend production meetings and regularly review the working portfolio, making improvements where necessary when reviewing targets. Performers and production to meet regularly to discuss progress.		<b>Be able to...</b> <ul style="list-style-type: none"> <li>• Annotate sections of the script and complete research on the chosen play and chosen role.</li> </ul>	Learn lines for the script and ensure any additional work is completed to support evidence in the working portfolio.

<p><b>feedback to be provided by the teacher through observations and rehearsal logs.</b></p> <ul style="list-style-type: none"> <li>• <b>Performers:</b> Participate in practical rehearsals of the script and making performance and production choices through... Staging Directions, Stage Choice, Target Audience, Atmosphere, Intended Message. Develop a clear understanding of appropriate techniques, performance intention and chosen character, focusing on improving vocal techniques, movements, body language, gestures, and facial expressions</li> <li>• <b>Lights:</b> Create labelled designs and photograph scene ideas using miniature theatre, annotating the photos. Research the effects of lighting choices based on the topic and practitioner. Attend practical rehearsals and experiment with design ideas in a live theatre setting.</li> <li>• <b>Sound:</b> Choose final sound choices and annotate script to include cues. Create a first draft of the cue sheet and experiment with volume, pace, and effect. Research the effect of sound choices based on the topic. Attend practical rehearsals and experiment with design ideas in a live theatre setting.</li> <li>• <b>Set:</b> Create labelled designs of set and photograph ideas using miniature theatre, turning drawn designs into small set examples to present to the production team. Research various set designers and explore the choice of style. Attend practical rehearsals and experiment with design ideas in a live theatre setting.</li> <li>• <b>Costume:</b> Create labelled designs for each character and begin experimenting with the practice dolls, present ideas to the production team. Document designs and annotate. Research links with the designs, topic and practitioner. Attend practical rehearsals and experiment with design ideas in a live theatre setting.</li> </ul>		<ul style="list-style-type: none"> <li>• Attend practical rehearsals.</li> <li>• Attend production meetings.</li> <li>• Create detailed designs linked with the chosen production role and topic.</li> <li>• Regularly review and assess targets.</li> <li>• Complete rehearsal logs and include any additional research into the working portfolio.</li> <li>• Understand the meaning of audience intend and character motivation.</li> <li>• Choose suitable music, lighting, costumes and props and create suitable technical cues for the live performance.</li> </ul>	<p><b>Set:</b></p> <p><b>Due:</b></p>
<p><b>Week 11-12</b></p> <p>Full Dress Rehearsal &amp; Technical Rehearsal – ensure any mistakes are improved and that all technical /staging cues are accurate. Designers to check that the set and props are placed correctly, and costume/make up to create final designs on last actors. Last minute changes need to be discussed with the whole cast and rehearsed thoroughly. <b>Dress-rehearsal will be recorded as a precaution before the final assessment.</b></p> <p>Pupils to promote the performance to the intended target audience through various marketing strategies.</p>		<p><b>Be able to...</b></p> <ul style="list-style-type: none"> <li>• Review initial skills audit and identify the progress that has been made.</li> <li>• Full Dress-Rehearsal</li> <li>• Full Technical Rehearsal</li> <li>• Review working portfolio</li> <li>• Complete marketing tasks such as creating posters, tickets and arrange times/dates.</li> </ul>	<p>Attend additional rehearsals and ensure that lines, choreography and staging are all learnt in preparation for the final performance.</p> <p><b>Set:</b></p> <p><b>Due:</b></p>
<p><b>Week 13-14 – RECORDED ASSESSMENT</b></p> <p>Pupils to perform production to a live audience under the conditions set out in the specification. <b>Lead Verifier and Internal Verifier to be present at the final recording.</b> After the performance, the pupils need to complete a final skills audit of their development, using the initial skills audit to review and discuss progress.</p> <p>Watch the performance and discuss audience reactions, and write a detailed evaluation outlining strengths and improvements throughout the preparation, planning, and performance stages of this unit.</p>	 <div data-bbox="719 1704 874 1955" style="background-color: #FF69B4; padding: 5px; text-align: center; margin-top: 10px;">       RECORDED ASSESSMENT     </div>	<p><b>Be able to...</b></p> <ul style="list-style-type: none"> <li>• Promote the performance</li> <li>• Perform to a live audience</li> <li>• Review initial targets and evaluate progress within the Unit.</li> <li>• Final Skills Audit</li> <li>• Submit final working portfolio and evaluation.</li> </ul>	<p>Check, review and submit final working portfolio and evaluation.</p> <p><b>Set:</b></p> <p><b>Due:</b></p>