


Learning Plan Term 1		PWNC: Drama – GREEK THEATRE	Blwyddyn: 7		
<p>The Four Purposes in Creative Arts:</p> <p>Ambitious, capable learners, who: Set themselves high standards and enjoy learning - Are ready to learn throughout their lives - Take responsibility for their own learning and make progress -Connect and apply knowledge across different subjects.</p> <p>Enterprising, creative contributors, who: Think creatively to solve problems – Use their imagination and try new ideas – Take measured risks and learn from mistakes – Work independently and in teams – Express themselves through art, performance, writing, or invention – Are ready to play a full part in life and work.</p> <p>Ethical, informed citizens, who: Understand and respect their own and others’ cultures and identities – Are knowledgeable about global issues and their responsibilities – Understand their rights and responsibilities – Show respect for the environment and people everywhere – Engage with current affairs and democratic processes.</p> <p>Healthy, confident individuals, who: Have good mental and physical health – Are confident in their identity – Build relationships and manage emotions – Make healthy lifestyle choices – Are resilient and can cope with challenges – Feel secure and confident to take part in life and learning.</p> <p>Knowledge focus/what matters: Enable learners to develop knowledge, and creative and innovative skills. Learners are expected to consider influences and shape their own creativity. Learners use their creative skills and imagination, discover possibilities and refine ideas to produce their own unique artistic work.</p>					
Learning Objective	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)			Gwaith Cartref: to support progress
THEORY 1-3: Identify and explain the purpose of Drama and the roles involved in theatre production.	I can describe what Drama is and why it is used as a form of communication. I can identify a range of performance and backstage roles within theatre. I can reflect on my own drama experiences.	Demonstrate knowledge of key theatre roles, including performance and backstage responsibilities, while reflecting on your current drama skills. Plan and design a symbolic mask, considering meaning and audience impact. Skills Development: Learners begin to understand the structure of theatre and recognise their starting point as performers and collaborators.			Google Classroom: Revision of key Drama terminology https://wordwall.net/resource/27337280/reading/drama
THEORY ASSESSMENT: Respond to an assignment brief using subject-specific vocabulary and examples from practical work.	I can explain how drama supports character development, teamwork, and confidence. I can use drama vocabulary to analyse the difference between various performances.	Complete a written response to the assignment brief explaining how improvisation supports performance. Use your classwork, practical experiences, and feedback to reflect on the benefits and challenges of working without a script. Skills Development: Pupils develop written communication, subject vocabulary, and evaluative thinking, applying their understanding of practical drama techniques to a theory-based task. Assessment Criteria: <ul style="list-style-type: none">• Use drama terminology accurately in your writing• Explain key features of improvisation and their impact on performance• Provide examples to support your points• Reflect on how improvisation has developed your skills in performance		Google Classroom: Complete a selection of online Drama quizzes to further develop knowledge and understanding of key terminology and techniques. https://www.bbc.co.uk/drama/quizzes.shtml	
PRACTICAL 1-3: Demonstrate and apply improvisation strategies using voice, movement, characterisation, and interaction.	I can demonstrate drama techniques in response to a stimulus. I can apply vocal and physical skills to stay in role and build tension or comedy. I can analyse what makes improvisation effective in performance and how teamwork contributes.	Apply improvisation strategies in practical tasks using voice, movement, and interaction. Work collaboratively with others to create short improvisation scenes in response to a stimulus. Analyse what makes an improvisation successful and how teamwork affects performance. Skills Development: Pupils build confidence and develop spontaneity , learning to respond to situations in character and work creatively in teams. Key Questions (Analysis Focus): <ul style="list-style-type: none">• What techniques help maintain a consistent character in improvisation?• How does status or body language affect a scene?• What makes a performance engaging without a script?• How can actors adapt quickly and support each other?			
PRACTICAL ASSESSMENT: Evaluate performance choices and create a structured improvised scene using all skills developed.	I can evaluate my own work, identifying what was effective and what could be improved. I can justify my performance choices using drama vocabulary and create an engaging improvised scene in response to a stimulus. I can perform with confidence, clarity, and sustained characterisation.	Create and perform an improvised scene that engages an audience and communicates an intended message. Justify your performance choices in improvisation, including character, staging, and props. Evaluate your progress and reflect on your confidence, creativity, and collaboration skills. Skills Development: Pupils refine performance techniques and use critical thinking to improve their work , culminating in a practical assessment that showcases progress. Assessment Criteria: <ul style="list-style-type: none">• Demonstrate clear use of improvisation skills• Engage the audience with sustained character and interaction• Show thoughtful use of staging, props or costume• Reflect confidently on performance strengths and areas for development		https://www.bbc.co.uk/bitesize/articles/z24vjty#zncqh4j Revise key Drama terminology and techniques by watching the video and completing the quiz: Posted to Google Classroom	