


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: Explore the traditions of Ancient Greek Theatre through myths, chorus work, masks, and performance techniques. Learners will develop improvisation, characterisation, and collaboration skills, applying exaggeration and physicality to communicate meaning and evaluating how these techniques engage an audience.</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 1-2: Understand the traditions of Ancient Greek Theatre and apply this knowledge to design.		I can describe the role of the audience and performers in Greek Theatre. I can explain why Greek actors used masks on stage. I can identify key features of Greek theatre traditions.		Recall key facts about Greek Theatre by answering starter questions. Identify the roles of performers and audiences using the information sheet. Discuss in pairs how masks influenced performance choices. Skills Development: Learners begin to develop cultural knowledge of theatre history, use subject vocabulary to explain features, and build confidence in linking knowledge to design.			Google Classroom: Revision of key Drama terminology https://wordwall.net/resource/27337280/reading/drama
THEORY 3: Recall and explain key facts about Greek Theatre through reading and written responses.		I can recall and explain key facts about Greek Theatre. I can use information to answer questions clearly and in full sentences. I can select appropriate challenge questions and check my answers.		Read key information about Greek Theatre. Answer comprehension questions to demonstrate understanding. Apply knowledge by choosing and completing the correct challenge sheet. Skills Development: Learners strengthen literacy, develop independent research and comprehension skills, and apply subject knowledge to structured written tasks.			
THEORY 4: Understand and label the key features of an Ancient Greek amphitheatre. Explore the challenges of performing in masks.		I can label key parts of an amphitheatre and explain their use. I can explain why masks were important in performance. I can apply physical skills when rehearsing with masks.		Answer quiz questions to demonstrate recall of amphitheatre features. Label and explain the features of a Greek amphitheatre diagram. Rehearse and apply mask performance techniques through chorus/movement work Skills Development: Learners build spatial awareness, strengthen teamwork in choral performance, and develop physical theatre techniques when facial expressions are hidden.			
THEORY ASSESSMENT: Respond to an assignment brief using subject-specific vocabulary and examples from practical work.		I can apply knowledge of Greek Theatre to inspire a mask design. I can create a mask that shows character or emotion through colour, pattern, and expression. I can explain how my design choices reflect character, mood, or performance.		Skills Development: Learners use creativity and imagination, apply cultural influences to artistic work, and evaluate design choices for their effectiveness in performance. Assessment Criteria: • Knowledge: Show understanding of Greek Theatre and mask traditions. • Creativity: Use colour, pattern, and expression to show clear character/emotion. • Application: Apply features that work for performance (bold, exaggerated, symbolic). • Evaluation: Explain and justify design choices.		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/quiz.shtml	
PRACTICAL 1-5: Demonstrate and apply improvisation strategies using voice, movement, characterisation, and interaction.		I can use stillness and control to create tension in performance. I can apply facial expressions and physicality to communicate fear or suspense. I can work collaboratively to build atmosphere on stage.		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. Skills Development: Pupils build confidence and develop spontaneity, learning to respond to situations in character and work creatively in teams. Key Questions (Analysis Focus): • 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?			
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.		Skills Development: Pupils refine performance techniques and use critical thinking to improve their work, culminating in a practical assessment that showcases progress. Assessment Criteria: • 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	

