


TERM 1: Learning Plan 2		Pwnc: GCSE Drama - TECHNICAL THEATRE	Blwyddyn: 10		
<u><b>The Four Purposes in Drama</b></u> <b>Ambitious, capable learners, who:</b> set high standards; enjoy challenge; analyse, plan and refine creative work using technical terminology. <b>Enterprising, creative contributors, who:</b> take creative risks; develop imaginative design solutions; apply problem-solving to live-performance contexts. <b>Ethical, informed citizens, who:</b> work collaboratively and respectfully; understand the cultural and environmental impact of design choices. <b>Healthy, confident individuals, who:</b> develop self-belief and resilience through experimentation; express individuality through creative design.					
<b>Knowledge focus/what matters:</b> Students will explore the key backstage and production roles within theatre design. Through practical and theoretical workshops they will learn how lighting, sound, set, props, costume, hair and make-up contribute to storytelling and audience experience. Pupils will apply creative and technical skills to design concepts for an assessed performance and evaluate how their ideas support mood, atmosphere and intention.					
Learning objective/ key question		What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)		
<b>Week 1</b> Understand and apply lighting design techniques to create mood and atmosphere on stage.	<b>I can identify and label</b> key lighting equipment (PAR can, Fresnel, profile spot, gel, gobo). <b>I can explain</b> how colour, intensity and angle influence mood and focus. <b>I can apply</b> basic lighting states to reflect different scenes or emotions.	Participate in practical workshops exploring characterisation, vocal and physical skills, and improvisation. Use drama terminology to describe techniques. Demonstrate teamwork and focus through ensemble work and improvisation tasks.	<b>Week 1</b>  <b>Set:</b>  <b>Due:</b>	<b>Homework:</b> Research one acting practitioner studied and explain one technique you used. Reflect on your confidence and progress in class.	
<b>Week 2</b> Understand and apply sound design principles to enhance atmosphere and storytelling in performance.	<b>I can identify</b> different sound types (diegetic, non-diegetic, underscoring, FX, ambience). <b>I can understand</b> how tempo, volume and rhythm affect mood and tension. <b>I can record or source</b> sound effects to support a chosen scene.	Take part in practical workshops developing singing, movement and acting skills. Demonstrate control of voice, projection, and synchronisation with the group.	<b>Week 2</b>  <b>Set:</b>  <b>Due:</b>	<b>Homework:</b> Research a musical theatre performer or show and explain how they combine acting, singing and movement.	
<b>Week 3</b> Design and construct set and prop concepts that visually communicate time, place and mood.	<b>I can identify</b> key set design terms (flat, rostra, backdrop, furniture, levels). <b>I can explain</b> how shape, texture and space create meaning and aesthetic impact. <b>I can apply</b> design principles to plan and model a set for a given scene.	Produce scaled sketches and/or 3-D mini-models using card or digital software. Work collaboratively to construct a practical set element or prop. Present and justify design choices verbally or in writing.	<b>Week 3</b>  <b>Set:</b>  <b>Due:</b>	<b>Homework:</b> Research one physical theatre company and describe one method you used.	
<b>Week 4</b> Research and create costume, hair and make-up designs that reveal character, status and theme.	<b>I can identify</b> and describe costume elements (silhouette, colour palette, texture, accessory). <b>I can create</b> design boards or sketches for a character in a chosen scene. <b>I can evaluate</b> how the design supports characterisation and fits the production’s overall style.	Experiment with fabric samples, face charts or digital templates. Present final costume/hair/make-up concepts to the class with verbal explanation. Reflect on how design choices link to artistic intention and audience response.	<b>Week 4</b>  <b>Set:</b>  <b>Due:</b>	<b>Homework:</b> Complete a written evaluation analysing your performance and process.	
<b>Week 5-6</b> Apply all design disciplines collaboratively to create an immersive Christmas performance experience for a small audience.	<b>I can plan and design</b> an immersive theatre environment combining lighting, sound, set and costume elements. <b>I can work as a production team</b> to transform a space into an interactive experience for younger audiences. <b>I can apply creative problem-solving</b> to ensure designs are safe, engaging and age-appropriate. <b>I can evaluate</b> the effectiveness of your team’s final installation through audience feedback and reflection.	Create production plans, cue sheets and mood boards for each design area. Install and test design elements within a real performance space. Reflect on teamwork, communication and final impact after the event.	<b>Week 5-6</b>  <b>Set:</b>  <b>Due</b>	<b>HOLIDAY Homework:</b> Independently research, plan, and create a mini-scale set design inspired by a musical or play of their choice	
<b>END OF TERM ASSESSMENT</b>					