Learning Plan Term 1	PWNC: Drama – Tim Burton	Blwyddyn: 8	

The Four Purposes in Creative Arts:

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.

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.

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.

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.

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.

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: Explore Tim Burton's unique artistic style.	**I can recall and describe** Tim Burton's background and influences. **I can identify and explain** themes and features in his work (e.g. gothic tone, outsider characters). **I can examine** how Burton's visual style communicates emotion and links to recurring themes.	• Identify visual features of Burton's work (e.g. exaggerated limbs, gothic tones). • Use subject vocabulary to explain the term *Burtonesque*. • Make connections between imagery and emotional impact. • Reflect on previous drama work and set a meaningful personal target. **EXTENSION:** Research Burton's collaborations with Danny Elfman.	**Google Classroom:** Develop Topic Knowledge https://www.youtube.com/watch?v=6EL-cyQ7dAY
THEORY 2: Interpret Tim Burton's visual style and apply design elements to create a stylised self-portrait.	**I can identify** features of Tim Burton's style and **apply** artistic techniques such as line work, shading, and colour palette to create atmosphere. **I can design** a self-portrait using exaggerated features and expression to reflect personality or emotion. **I can reflect** on how visual style communicates mood, identity, and narrative.	• Identify and analyse visual elements typical of Tim Burton's artistic style. • Apply Burton's artistic style creatively in a visual task. • Use visual techniques (shading, tone, colour, exaggeration) to express meaning. • Reflect on how design communicates identity or emotion.	**Burton Documentary:** Develop topic knowledge https://www.youtube.com/watch?v=BsdYCREsCco
THEORY 3: Explore how visual and performance elements communicate emotion.	**I can define** the role of a lighting designer and list types of theatre lanterns. **I can describe** how Burton uses lighting to create mood. **I can design** a lighting plan using drama vocabulary and purpose. **I can discuss** how lighting affects mood, focus, and storytelling on stage.	• Match key lighting equipment with its correct function or effect. • Analyse how lighting supports Burton's storytelling style. • Create a lighting plan with accurate use of colour, position, and lantern type. Use drama terms (e.g. focus, intensity, angle, mood) to justify design choices	**Google Classroom:** Create a Burton character https://meiker.io/play/15835/online.html
THEORY ASSESSMENT Identify and describe theatre lighting and apply knowledge to design work.	**I can label and describe** key lanterns and equipment. **I can select a** suitable Burton scene and apply appropriate lighting choices. **I can use** overlays and stencils to **visualise** light position, angle, and effect. **I can annotate and justify** lighting choices using technical vocabulary.	• Accurately identify and label lighting equipment. • Select and base design on a suitable Burton-inspired scene • Communicate lighting decisions using stencil, colour, and angle • Annotate using drama terminology to show understanding of mood, character, and style.	The making of 'The Nightmare Before Christmas' https://www.youtube.com/watch?v=kLw-Fo8uhis
PRACTICAL 1: Explore how light, shape, and movement can be used to create a story.	I can **define** what a shadow and silhouette are in performance. I can **describe** how lighting and physical positioning affect mood. I can **use body shapes and levels** to build a visual story in a freeze frame. I can **reflect** on how shadows and silhouettes create tension or emotion.	• Use body positioning and shape to form expressive silhouettes. • Collaborate to create stylised freeze frames. • Reflect on how light and movement enhance meaning and atmosphere. • Apply creative lighting to support mood and storytelling.	
PRACTICAL 2: Adapt a familiar story into the stylised world of Tim Burton.	I can **recall** a traditional fairy tale and its characters. I can **identify** ways to change tone and character to fit the Burtonesque style. I can **devise** a short scene using exaggerated movement, lighting, and expression and can **consider** how performance choices reflect mood.	• Retell a known story with stylised performance choices. • Use tone, body language, lighting, and staging to reflect Burton's style. • Collaborate and perform a devised scene. • Reflect on creative decisions to enhance gothic storytelling.	
PRACTICAL 3: Recreate Burton's gothic aesthetic through still image and illusion.	I can **explain** how makeup, props, and lighting contribute to illusion. I can **use basic special effects makeup** techniques and scene composition. I can **evaluate** how visual elements communicate theme and style. I can **design and stage** a realistic Burton-inspired illusion for photo capture.	• Apply stage makeup to transform hand into a character. • Use lighting and props to support illusion and mood. • Reflect Burton's style through careful design and positioning. • Review creative effectiveness and teamwork.	
PRACTICAL ASSESSMENT Perform choreographed stage combat safely and creatively, using Burton-inspired characterisation.	I can **recall** safety rules and combat cues. I can **explain** the importance of intention, eye contact, and reaction I can **choreograph** and perform a realistic sword fight with a clear stimulus. I can **reflect** on how movement and character choices enhance storytelling.	• Follow stage combat safety and technique rules. • Choreograph and perform a scene based on a stimulus. • Use characterisation and reaction to enhance realism. • Evaluate strengths and identify areas for improvement. • **EXTENSION:** Research the role of fight directors and how stage combat enhances mood.	Prepare for the practical assessment by attending rehearsals, learning lines and memorising staging and/or choreography.