



Learning Plan Term 1

PWNC: Drama – Six the Musical

Blwyddyn: 9

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: Exploring identity, symbolism, and storytelling through modern musical theatre and historical reinterpretation.

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: Understand how Six uses storytelling & pop culture to reinterpret history for a modern audience	I can describe the purpose and structure of <i>Six the Musical</i> . I can identify and summarise key facts about each Queen. I can explain and interpret how history has been adapted for a modern audience.	<ul style="list-style-type: none"> Watch and identify key features in performance clips from <i>Six the Musical</i> Summarise and organise key facts from Queen profiles using visual formats Compare historical facts with how they are adapted in the musical Reflect on first impressions and prior knowledge of the show's concept. 	Google Classroom: Revision. https://www.beano.com/quiz/genera-l-knowledge/the-ultimate-henry-viii-wives-quiz
THEORY 2: Identify the influences behind each Queen & explore how this shapes characterisation.	I can identify and describe the celebrity influences linked to each Queen. I can explain how vocal and physical styles are used to build character. I can evaluate how effective the chosen influences enhance characterisation .	<ul style="list-style-type: none"> Match and categorise each Queen with their pop star influences Compare performance elements (tone, attitude, movement, and costume) Complete a comparison table to highlight similarities and contrasts Discuss and evaluate how these influences shape dramatic choices 	Tudor Fashion: Develop knowledge of Tudor clothing and modern fashion trends. https://www.youtube.com/watch?v=Jzr7m-OCFas&t=127s
THEORY 3: Understand the purpose of monologues & explore how they give each Queen a voice.	I can define what a monologue is and identify its function in <i>Six</i> . I can write a monologue that demonstrates understanding of a character. I can justify my choices and evaluate how language reveals personality.	<ul style="list-style-type: none"> Read and analyse Anne of Cleves' monologue Complete the gaps based on your knowledge of her character Discuss and reflect on how voice, tone, and humour shape identity 	Google Classroom: Develop knowledge of Gabriella Slade, (costume designer for <i>Six</i>). https://www.gabriellaslade.co.uk/six
THEORY ASSESSMENT: Design a costume, makeup, & hairstyle, applying symbolism to interpret story, status and personality.	I can design a costume that clearly represents character, context, and meaning . I can use symbolism to communicate emotion and personality . I can evaluate my own and others' work using subject-specific vocabulary .	<ul style="list-style-type: none"> Select a Queen and design a costume reflecting her identity and story. Annotate with meaningful design elements (colours, fabrics, symbolism). Present and justify your work in a peer-reviewed mini fashion showcase. 	Google Classroom: Costume design documentary https://www.youtube.com/watch?v=9zIIX6CY9U
PRACTICAL 1: Communicate a story by applying & analysing how staging, expression and symbolism show meaning.	I can create freeze frames using facial expressions and body position. I can use levels, proxemics, and emotion to communicate status and emotion . I can make effective staging choices to create meaningful freeze frames.	<ul style="list-style-type: none"> Develop creative responses to historical stories using drama techniques. Build a multi-layered freeze frame depicting a key event. Analyse how staging, positioning, and symbolism communicate meaning. Work collaboratively, respecting and developing ideas to plan and present freeze frames showing the beginning, middle, and end of a story. 	
PRACTICAL 2: Collaborate to devise & perform an improvised scene, applying staging and expression to communicate meaning.	I can recall and apply historical knowledge to shape my character. I can sustain a role using voice, movement, and facial expression . I can evaluate my own and others' work , suggesting improvements.	<ul style="list-style-type: none"> Work in role as historical figures and develop improvisation skills through on stage interactions and demonstrate accurate context in performance. Use voice, movement, and expression to communicate meaning and engage an audience. Maintaining role with clear and consistent characterisation. Reflect on performance strengths and areas to develop. 	
PRACTICAL 3: Analyse how lyrics & music communicate meaning, evoke memories, and create emotional connections.	I can identify key lyrical and musical features that convey mood and meaning. I can explain how music and lyrics can connect to personal memories or emotions . I can perform or present with an awareness of the songs emotional tone .	<ul style="list-style-type: none"> Listen to extracts from <i>Six</i>, recalling facts about the songs and characters. Identify emotional tone, rhythm, and lyrical content in each song. Describing the meaning and emotion in the lyrics. Judge the effectiveness of the lyrics and use this knowledge to develop and perform an interpretation inspired by the song. 	
PRACTICAL ASSESSMENT Create & present a costume for <i>Six the Musical</i> , using symbolism to reflect the character's personality & confidently justifying each design choice.	I can apply symbolism effectively in my design choices. I can present and justify my ideas clearly, using appropriate subject vocabulary . I can evaluate my own and others' work , giving constructive and specific feedback .	<ul style="list-style-type: none"> Plan and prepare a costume, hair, and makeup design, integrating symbolic choices according to historical knowledge. Present the design concept to a small audience, explaining and justifying the symbolic choices. Reflect on the final design and assess how effectively symbolism was used, evaluate other designs, giving constructive feedback. 	Prepare for the practical assessment by attending rehearsals, learning lines and memorising staging and/or choreography.