

TERM 2: Learning Plan		Pwnc: GCSE Drama - Unit 2 Assessment	Blwyddyn: 11		
<p><u>The Four Purposes in Drama</u></p> <p>Ambitious, capable learners, who: set themselves high standards; enjoy challenge; develop confidence and performance skill; can analyse and evaluate work using drama terminology; communicate ideas effectively through performance.</p> <p>Enterprising, creative contributors, who: take creative risks; express ideas innovatively; use imagination to develop performance concepts.</p> <p>Ethical, informed citizens, who: work collaboratively and respectfully; understand context and purpose; evaluate meaning and audience response.</p> <p>Healthy, confident individuals, who: develop self-confidence; face and overcome performance challenges; express emotions safely and creatively.</p> <p>Knowledge focus/what matters: Students will develop skills in interpreting, rehearsing and performing extracts from a published play in line with WJEC Unit 2 requirements. They will develop character intentions, vocal and physical skills, blocking and staging, practitioner influences, and use of performance design. Students will generate rehearsal evidence and evaluate performance decisions using WJEC assessment language.</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	
<p>Week 1-2 Understand the requirements of Unit 2 and explore the world of the chosen play.</p>		<p>I can explain the assessment requirements of Unit 2.</p> <p>I can identify themes, relationships and intentions within the chosen extracts.</p> <p>I can annotate lines to identify performance opportunities (movement, vocal stress, tension).</p>	<p>Read and annotate extracts to identify character intentions, relationships and themes. Discuss initial performance ideas using key drama vocabulary.</p> <p>Identify assessment expectations and performance criteria.</p>	<p>Week 1-2</p> <p>Set:</p> <p>Due:</p>	<p>Homework: Line Learning</p> <p>Task: Spend 10 minutes learning your lines using cue → response.</p> <p>Purpose: Improves accuracy and confidence in performing scripted extracts.</p>
<p>Weeks 3-4 Develop vocal and physical techniques for character portrayal.</p>		<p>I can apply rehearsal strategies inspired by theatre practitioners (e.g., Stanislavski, Brecht, Frantic Assembly).</p> <p>I can experiment with different vocal and physical choices to improve clarity and intention.</p> <p>I can record and justify rehearsal changes using drama vocabulary in my rehearsal log.</p>	<p>Explore vocal techniques (tone, pace, emphasis, breath) in rehearsal tasks. Experiment with physical choices (gesture, posture, facial expression) to show intention. Practise varying character delivery to communicate different emotions and statuses.</p>	<p>Week 3-4</p> <p>Set:</p> <p>Due:</p>	<p>Homework: Practitioner Work</p> <p>Task: Research ONE practitioner (Stanislavski, Brecht, Frantic Assembly) and write 3 bullet points. Purpose: Supports rehearsal strategies and vocabulary for Unit 2 evaluation.</p>
<p>Week 5 Develop blocking and staging choices that enhance meaning.</p>		<p>I can select simple design elements (lighting, props, costume) that support the meaning of my extract.</p> <p>I can integrate design elements confidently in rehearsal to reinforce character intention.</p> <p>I can justify my design choices clearly in relation to audience impact and performance intention.</p>	<p>Select design elements (lighting, props, costume, sound) that support intention and atmosphere. Plan blocking using stage diagrams and proxemics. Apply staging decisions to reinforce focus, tension and audience perspective. Reflect on how movement choices support meaning in the script.</p>	<p>Week 5</p> <p>Set:</p> <p>Due:</p>	<p>Homework: Background Research</p> <p>Task: Google the play or playwright and find two facts about context or era. Purpose: Builds contextual understanding relevant to text interpretation.</p>
<p>Week 6 Refine performance choices using rehearsal strategies and practitioner technique.</p>		<p>I can apply feedback from peers and teacher to refine pacing, focus and characterisation.</p> <p>I can rehearse my extract with control, consistency and professional focus.</p> <p>I can demonstrate confidence in cueing, staging and transitions during full run-throughs.</p>	<p>Experiment with practitioner strategies (objectives, subtext, status, tension) to refine choices. Adjust performance decisions based on feedback and observation. Record changes in a rehearsal log, explaining what improved and why.</p>	<p>Week 6</p> <p>Set:</p> <p>Due:</p>	<p>Homework: Key Lines</p> <p>Task: Highlight 3 lines that reveal your character's motivation.</p> <p>Purpose: Supports deeper text analysis and character development.</p>
<p>Week 7-8 Refine performance with considered use of design elements.</p>		<p>I can perform my extract with clear vocal, physical and staging choices that show intention.</p> <p>I can apply safety, control and technical skills consistently in performance.</p> <p>I can evaluate strengths and identify clear targets for improvement using drama vocabulary.</p>	<p>Rehearse full extracts with focus on cueing, timing and character consistency. Apply teacher and peer feedback to refine clarity and performance quality. Evaluate rehearsal run-throughs and set specific improvement targets</p>	<p>Week 7-8</p> <p>Set:</p> <p>Due:</p>	<p>Status Ranking</p> <p>Task: Rank characters in your extract from 1 (low status) to 10 (high). Purpose: Helps blocking decisions and proxemics in rehearsal.</p>
<p>Week 9-10 Perform two extracts to assessment standard.</p>		<p>I can apply performance skills independently and consistently in live assessment conditions.</p> <p>I can communicate character intention clearly through vocal and physical decisions.</p> <p>I can meet the demands of two contrasting extracts from the chosen text.</p>	<p>Perform scripted extracts with control, focus and sustained characterisation. Maintain professionalism, focus and safe working throughout assessment conditions. Demonstrate secure vocal, physical and staging skills under pressure. □ Analyse strengths and development areas using technical vocabulary. Reflect on examiner/teacher feedback to identify future priorities.</p>		



