

TERM 2: Learning Plan		Pwnc: GCSE Performing Arts - Unit 2 Assessment	Blwyddyn: 11		
<p><b><u>The Four Purposes in Drama</u></b></p> <p><b>Ambitious, capable learners, who:</b> 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><b>Enterprising, creative contributors, who:</b> take creative risks; express ideas innovatively; use imagination to develop performance concepts.</p> <p><b>Ethical, informed citizens, who:</b> work collaboratively and respectfully; understand context and purpose; evaluate meaning and audience response.</p> <p><b>Healthy, confident individuals, who:</b> develop self-confidence; face and overcome performance challenges; express emotions safely and creatively.</p> <p><b>Knowledge focus/what matters:</b> Students will develop a <b>personal skillset</b> for performance, including vocal, physical, and creative skills, and produce <b>evidence of improvement</b> over time. They will plan, practise, monitor and evaluate their development using industry language, rehearsal strategies and reflective documentation. Students will demonstrate progress through practical performance and written portfolio evidence.</p>					
<b>Learning objective</b>		<b>What will I know and be able to do? I can...</b>	<b>How will I develop my skills? (Success Criteria)</b>	<b>Gwaith cartref to support progress</b>	
<p><b>Week 1-2</b> Understand Unit 2 requirements and identify personal performance strengths and development targets.</p>		<p><b>I can identify</b> strengths and weaknesses in my current performance skills. <b>I can set</b> realistic targets for improvement. <b>I can explain</b> what evidence is required for Unit 2.</p>	<p><b>Audit</b> personal performance skills using a checklist covering vocal, physical, creative and rehearsal skills. <b>Set</b> two SMART targets (specific, measurable, achievable, realistic and time-bound) and identify how evidence will be recorded. <b>Record</b> an initial performance sample (written notes, short video clip or reflection) to use as a baseline for comparison.</p>	<p>Week 1-2 Set: Due:</p>	<p><b>Homework:</b> Line Learning <b>Task:</b> Spend 10 minutes learning your lines using cue → response. <b>Purpose:</b> Improves accuracy and confidence in performing scripted extracts.</p>
<p><b>Weeks 3-4</b> Explore techniques for improving vocal, physical and creative performance skills.</p>		<p><b>I can try</b> new rehearsal and training strategies to improve performance skills. <b>I can describe</b> how specific exercises develop vocal or physical ability. <b>I can monitor</b> my progress using reflection notes.</p>	<p><b>Practise</b> targeted skills using daily warm-ups, drills or repetition exercises suited to vocal or physical development. <b>Apply</b> rehearsal routines such as timed practice, mirror work, breath control, articulation drills or physical spacing. <b>Reflect</b> weekly on progress and challenges in a simple log, noting what improved and what still needs focused development.</p>	<p>Week 3-4 Set: Due:</p>	<p><b>Homework:</b> Practitioner Work <b>Task:</b> Research ONE practitioner (Stanislavski, Brecht, Frantic Assembly) and write 3 bullet points. <b>Purpose:</b> Supports rehearsal strategies and vocabulary for Unit 2 evaluation.</p>
<p><b>Week 5-6</b> Apply practitioner and industry techniques to improve performance skills.</p>		<p><b>I can explain</b> one industry practitioner method and apply it to my work. <b>I can adapt</b> performance choices based on practitioner approaches. <b>I can justify</b> why I chose a particular industry technique.</p>	<p><b>Research</b> relevant practitioners and performance techniques, noting one strategy to apply in rehearsal (e.g., “use objectives,” “slow motion,” “ensemble contact work”). <b>Experiment</b> with practitioner methods to improve skill accuracy, control or creativity, adapting choices to suit the performance style. <b>Record</b> practitioner influence in written form (e.g., “I used Stanislavski’s objective technique to make line delivery clearer.”)</p>	<p>Week 5 Set: Due:</p>	<p><b>Homework:</b> Key Lines <b>Task:</b> Highlight 3 lines that reveal your character’s motivation. <b>Purpose:</b> Supports deeper text analysis and character development.</p>
<p><b>Week 7-8</b> Refine performance skills through rehearsal and use of design elements.</p>		<p><b>I can select</b> design and staging choices that support my performance. <b>I can apply</b> rehearsal feedback to refine timing, focus, and intention. <b>I can collaborate</b> effectively in a performance environment.</p>	<p><b>Rehearse</b> using planned improvement sessions, revisiting skills and focusing on precision, timing, transitions and spatial awareness. <b>Adapt</b> performance choices based on peer or teacher feedback, making clear notes on what changed and why it improved the performance. <b>Integrate</b> simple design and stage decisions (e.g., staging layout, use of props, movement patterns) to support intention and atmosphere.</p>	<p>Week 6 Set: Due:</p>	<p><b>Homework:</b> Status Ranking <b>Task:</b> Rank characters in Hpyour extract from 1 (low status) to 10 (high). <b>Purpose:</b> Helps blocking decisions and proxemics in rehearsal</p>
<p><b>Week 9-10</b> Demonstrate skill development through performance and evaluate progress.</p>		<p><b>I can perform</b> with increased confidence, control and technical accuracy. <b>I can present</b> evidence of skill development in my portfolio. <b>I can evaluate</b> my strengths and areas for future improvement.</p>	<p><b>Perform</b> a short demonstration showing improvement in one or more skill areas (e.g. vocal clarity, physical control, practitioner technique). <b>Collect</b> final performance evidence (video clip, photos, rehearsal notes) to evaluate progress compared to the Week 1 baseline. <b>Evaluate</b> strengths and development areas using Unit 2 assessment vocabulary, identifying one target for further improvement.</p>	<p>Week 7-8 Set: Due:</p>	

