


Learning Plan Term 2	PWNC: Drama – Wicked the Musical	Blwyddyn: 7	
<p>The Four Purposes in Creative Arts:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Knowledge focus/what matters: Students will explore how musical theatre communicates character, theme, and emotion through design elements. They will learn how colour, makeup, movement and staging are used in <i>Wicked</i> to show identity, contrast characters and challenge ideas of “good” and “evil.” Students will apply this understanding to create their own character-inspired design work.</p>			
Learning objective	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)	Gwaith Cartref
<p>THEORY 1: Understand how musical theatre communicates mood, themes and ideas.</p>	<p>I can identify Wicked’s key themes and how they are shown. I can explain how musical theatre communicates mood and meaning. I can create a detailed mind map using examples and ideas.</p>	<ul style="list-style-type: none"> Explore Wicked’s context and themes (identity, friendship, power, prejudice). Analyse how musical theatre elements communicate mood and ideas. Create a themed mind map using key vocabulary and examples. 	<p>Stage vs Screen: Watch a short clip from the Wicked movie and from the on-stage version. Write down key differences between both versions of the production.</p>
<p>THEORY 2: Understand how makeup and colour choices communicate character, identity and mood.</p>	<p>I can identify how colour and makeup show character and emotion. I can design contrasting makeup looks for different characters. I can justify my design choices using key vocabulary.</p>	<ul style="list-style-type: none"> Explore makeup and colour symbolism in Wicked. Apply colour theory, shape and texture to design contrasting looks. Reflect on how design choices show identity, theme or emotion. 	<p>Design Vocabulary: Write definitions for key design vocabulary to extend your understanding. Purpose: Builds literacy for theory tasks.</p>
<p>THEORY 3: Analyse how characters are shaped by context and to make connections between Wicked’s characters and my own creative ideas.</p>	<p>I can identify contrasting traits in Glinda and Elphaba. I can explain how context and relationships influence their actions. I can create a clear character profile with supporting examples.</p>	<ul style="list-style-type: none"> Read and highlight key traits, motivations and contrasts. Explore how Glinda and Elphaba’s friendship challenges stereotypes. Create a character profile using quotes and key moments. 	<p>Character Sorting: Create two lists labelled “Good” and “Evil” and place characters or traits under each. Purpose: Supports theme discussions and character contrasts.</p>
<p>THEORY 4: Experiment with and select appropriate creative techniques to design a mood board that reflects the themes, characters and atmosphere.</p>	<p>I can select colours, images and textures that reflect Wicked. I can experiment with layout and techniques to show mood and meaning. I can present a clear, creative and well-organised mood board.</p>	<ul style="list-style-type: none"> Gather images, colours, textures and vocabulary linked to Wicked. Experiment with layout, symbolism and visual contrast. Create a detailed mood board showing clear design choices. 	<p>Character Dialogue: Research and find a selection of quotes from <i>Wicked</i> that show personality and emotion. Purpose: Deepen understanding of each character’s traits, relationships and motivations.</p>
<p>PRACTICAL 1: Explore how physical choices and creative interpretation can represent different identities and challenge assumptions in storytelling.</p>	<p>I can use body language and expression to show contrasting character types. I can work in a group to create effective contrasting freeze frames. I can explain how assumptions influence character interpretation.</p>	<ul style="list-style-type: none"> Sort characters into ‘good’ and ‘bad’ to explore stereotypes. Create contrasting freeze frames using physicality and levels. Reflect on how physical choices change meaning and narrative. 	
<p>PRACTICAL 2: Explore how status is shown through physical and vocal choices, and to communicate mood, feelings and ideas that impact an audience.</p>	<p>I can use voice, posture and movement to show different status levels. I can improvise confidently using given status cues. I can explain how status affects relationships and audience understanding.</p>	<ul style="list-style-type: none"> Watch and discuss a scene showing status shifts in Wicked. Role play scenes showing changing hierarchy through voice and movement. Use status cards to improvise rank and reflect on performance choices. 	
<p>PRACTICAL 4: Explore creative techniques such as shadow theatre, puppetry, lighting and movement, and to apply these skills to develop imaginative theatrical designs.</p>	<p>I can use movement, lighting and sound to show mood and setting. I can create a short shadow or puppet scene to communicate atmosphere. I can record and refine my work to improve storytelling.</p>	<ul style="list-style-type: none"> Experiment with movement, sound and lighting to show weather. Create a shadow/puppet performance live or on film. Record, edit and share work; reflect on atmosphere and storytelling. 	
<p>PRACTICAL ASSESSMENT: Perform and present creative work using musical theatre skills, showing confidence, teamwork and clear communication to impact an audience.</p>	<p>I can rehearse and perform using musical theatre skills. I can work effectively with others to create a confident performance. I can reflect and adapt my performance to overcome challenges.</p>	<ul style="list-style-type: none"> Rehearse key performance techniques (movement, dance, physical theatre). Apply musical theatre skills to communicate mood and character. Work collaboratively to create a clear, confident performance. Show progress through improved confidence, timing and adaptability. 	<p>Prepare for the practical assessment by attending rehearsals, learning lines and memorising staging and/or choreography.</p>