


Learning Plan Term 2	PWNC: Drama – Stranger Things	Blwyddyn: 8	
<p><b>The Four Purposes in Creative Arts:</b>  <b>Ambitious, capable learners, who:</b> 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.  <b>Enterprising, creative contributors, who:</b> 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.  <b>Ethical, informed citizens, who:</b> 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.  <b>Healthy, confident individuals, who:</b> 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><b>Knowledge focus/what matters:</b> Understand how set design, colour, space and physical theatre create atmosphere and tension in supernatural drama. Exploring 1980s influences, sci-fi conventions, and character relationships to inform performance and model box design.</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><b>THEORY 1:</b> Understand and summarise the basic plot of Stranger Things.</p>	<p><b>I can summarise</b> the plot in my own words.  <b>I can develop</b> the plot by adding detail and improving vocabulary.  <b>I can create</b> original alternative titles that reflect the show’s themes.</p>	<ul style="list-style-type: none"> <li>Summarise key information using my own words</li> <li>Highlight and retrieve key vocabulary</li> <li>Use descriptive language to improve basic plot sentences</li> <li>Create original ideas using mind mapping and creative thinking</li> </ul>	<p><b>Ploy Retrieval Sheet:</b> Watch a clip from Stranger Things and write a short reflection on how the set design contributes to the mood or theme.</p>
<p><b>THEORY 2:</b> Analyse how design choices change atmosphere and create a visual contrasts between Hawkins &amp; the Upside Down.</p>	<p><b>I can identify and compare</b> key visual features in different images.  <b>I can explain</b> how specific design choices change or influence the atmosphere.  <b>I can create</b> an image that shows a completely different mood, strongly contrasting the original setting.</p>	<ul style="list-style-type: none"> <li>Identify visual details using precise drama vocabulary</li> <li>Compare and contrast how images show different moods</li> <li>Analyse colour, lighting and composition to show atmosphere</li> <li>Apply new understanding by redrawing a familiar image in a new style</li> </ul>	<p><b>Prop Research Task:</b> Complete some research on the 1980s, looking at the styles and colours. Create a list of props that would be suitable for a 1980s-inspired set design.</p>
<p><b>THEORY 3:</b> Understand how colour creates mood in design and to explain how colour, atmosphere, and props can be used to develop a set for Hawkins and the Upside Down.</p>	<p><b>I can identify</b> mood words and colour choices for different settings.  <b>I can analyse</b> how colour affects audience response.  <b>I can justify</b> my design choices by writing sentences that show how colours and props develop mood in a scene.</p>	<ul style="list-style-type: none"> <li>Match colours with emotions and atmosphere</li> <li>Build contrasting colour palettes for two settings</li> <li>Use reasoning to justify choices with written explanations</li> <li>Select suitable props that develop mood and character in set design</li> </ul>	<p><b>Mini Mood Board:</b> Create a small mood board that captures the colour palette and atmosphere of the Upside Down. You can include images, textures, and notes on why each element has been chosen.</p>
<p><b>THEORY ASSESSMENT</b> Apply stage directions, staging types, and design elements to create an effective set design.</p>	<p><b>I can correctly label</b> stage directions and recognise different staging types.  <b>I can explain</b> why a chosen stage type suits my setting idea.  <b>I can create</b> a set design and justify my design choices by linking them to atmosphere, mood, and audience experience.</p>	<ul style="list-style-type: none"> <li>Correctly label stage directions and stage types</li> <li>Choose a staging type that supports audience experience</li> <li>Draw a clear set design using colour, props, and mood</li> <li>Justify design choices using subject vocabulary and full sentences</li> </ul>	<p><b>Design a poster:</b> Create a poster or flyer for a fictional event happening in Hawkins, using the Stranger Things aesthetic.</p>
<p><b>PRACTICAL 1:</b> Explore how changes in movement and staging create different atmospheres by contrasting scenes.</p>	<p><b>I can create and perform</b> a scene that shows the difference between a normal and a distorted atmosphere.  <b>I can use</b> body language, facial expressions, and movement to change the mood of a scene from Hawkins to the Upside Down.  <b>I can work effectively in a group</b> to transition between different atmospheres and reflect on how design choices affect the audience’s experience.</p>	<ul style="list-style-type: none"> <li>Explore movement and staging techniques to create contrasting atmospheres.</li> <li>Work collaboratively to build freeze frames and short scenes that show clear mood changes.</li> <li>Use drama vocabulary to reflect on how movement and staging affect audience experience.</li> </ul>	
<p><b>PRACTICAL 2:</b> Investigate a mysterious setting and use clues to create and perform a short improvisation that builds atmosphere and narrative.</p>	<p><b>I can work</b> with my group to find and solve clues that help us understand the story of the abandoned lab.  <b>I can use</b> movement, voice, and props to create a scene that shows the atmosphere of the lab and what might have happened there.  <b>I can collaborate</b> with my group to perform a short improvisation that uses clues and atmosphere to tell a compelling story.</p>	<ul style="list-style-type: none"> <li>Retrieve and interpret simple clues to develop narrative ideas.</li> <li>Apply movement, voice, and staging choices to show tension and mystery.</li> <li>Collaborate in a group to devise and perform a short improvised scene based on collected evidence.</li> </ul>	
<p><b>PRACTICAL 3:</b> Develop character interpretation through practical exploration of key moments in the storyline.</p>	<p><b>I can identify</b> key characters and their role in the Stranger Things narrative.  <b>I can apply</b> physical and vocal choices to show a characters personality, mood and relationships.  <b>I can evaluate</b> how storyline clues and character reactions influence tension and audience understanding.</p>	<ul style="list-style-type: none"> <li>Work collaboratively to break down the storyline into key moments using freeze frames, short scenes, and tableau.</li> <li>.Use drama vocabulary (motivation, status, objective, tension, relationship) when discussing character choices.</li> <li>Experiement with voice and movement to show contrasting character emotions and reactions.</li> </ul>	
<p><b>PRACTICAL ASSESSMENT</b></p>	<p><b>I can design and explain</b> a simple set layout that fits our chosen Strange Things location.</p>	<ul style="list-style-type: none"> <li>Plan a clear set layout by sketching ideas and deciding how to use each prop for mood, space, and audience focus.</li> </ul>	<p>Prepare for the practical assessment by attending rehearsals, learning lines</p>

<p>Explore how atmosphere and location can be created on stage and apply set design principles to a practical task.</p>	<p><b>I can collaborate</b> with my group to transform basic props into a believable scene. <b>I can evaluate</b> our final set and explain how it reflects the themes of Stranger Things.</p>	<ul style="list-style-type: none"><li>• Work collaboratively to share roles, experiment with positioning, and agree on final staging decisions.</li><li>• Use subject vocabulary (levels, entrance/exit, backdrop, atmosphere, focal point) when discussing and refining set choices, and justify creative choices by explaining how the set supports character, location, and tension.</li></ul>	<p>and memorising staging and/or choreography.</p>
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