


| Learning Plan Term 3  | PWNC: Drama Shakespeare   | Blwyddyn: 9  |    |
|---|---|--|---|
| <p><b><u>The Four Purposes in Creative Arts:</u></b><br/> <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.<br/> <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.<br/> <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.<br/> <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> Enable learners to develop knowledge and understanding of Shakespearean text and theatre conventions. Learners are expected to explore how language, atmosphere and character are constructed through performance. Learners use interpretation skills to translate meaning, experiment with voice, movement and design choices, and refine their ideas to create an effective performance.</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><b>THEORY 1:</b> Understand who Shakespeare was and how the historical context of the Elizabethan era influenced his work.</p>   | <p><b>I can identify</b> key facts about Shakespeare and the Elizabethan era.<br/> <b>I can describe</b> important events in his life and explain how they influenced his writing.<br/> <b>I can create</b> a clear fact file that shows Shakespeare’s achievements and historical context.</p>                         | <p><b>Research</b> information about Shakespeare’s life and context, selecting the most important facts. <b>Organise</b> my findings clearly in a fact file using headings, key dates and short explanations. <b>Make simple links</b> between the Elizabethan era and Shakespeare’s writing to show understanding.</p>  | <p><b>Quote Investigation:</b> Choose a Shakespeare quote and answer key questions.</p>   |
| <p><b>THEORY 2:</b> Explore the features of Shakespearean sonnets and understand how these language tools can be adapted in modern writing.</p>   | <p><b>I can identify</b> features of a Shakespearean sonnet.<br/> <b>I can compare</b> original sonnets with modern interpretations.<br/> <b>I can use</b> poetic devices to create my own sonnet using modern lyric inspiration.</p>   | <p><b>Analyse</b> examples of Shakespeare’s language and recognise techniques such as rhyme scheme and imagery. <b>Explore</b> how Shakespeare’s sonnets have influenced modern music, and identify similarities in structure and meaning. <b>Apply</b> poetic devices to transform modern song lyrics into a new sonnet with clear mood, theme and voice.</p> | <p><b>Fact Finder:</b> Find three facts about Shakespeare, the Globe Theatre, or Elizabethan audiences and explain why each is interesting.</p>       |
| <p><b>THEORY 3:</b> Investigate how word choice, imagery and rhythm influence the impact of Shakespeare’s writing.</p>  | <p><b>I can explain</b> the meaning of key Shakespearean terms and phrases.<br/> <b>I can translate</b> selected lines into modern English to show understanding.<br/> <b>I can rewrite</b> a short scene from <i>Romeo &amp; Juliet</i>, using modern language while keeping the original meaning.</p>                 | <p><b>Analyse</b> unfamiliar words and phrases, using context clues and research to understand meaning. <b>Discuss</b> how language choices affect character, mood and audience interpretation. <b>Apply</b> creative writing techniques to adapt Shakespeare’s language into a modern version.</p>  | <p><b>Superstitions &amp; Symbols:</b> Research superstitions and draw a symbol that represents each one.</p>   |
| <p><b>THEORY 4:</b> Analyse and annotate a Shakespearean scene to show understanding of language, character intentions and atmosphere.</p>  | <p><b>I can identify</b> unfamiliar vocabulary and translate it into modern English.<br/> <b>I can annotate</b> key lines to show meaning, mood, tone and character intention.<br/> <b>I can explain</b> how language choices create tension and supernatural atmosphere in the scene.</p>                              | <p><b>Break down</b> the script line-by-line, highlighting keywords, repeated ideas and dramatic features. <b>Discuss</b> interpretations in pairs or groups to justify choices and meaning. <b>Make notes</b> on voice, emphasis, pauses and gesture directly on the script to support performance decisions.</p>   | <p><b>Watch &amp; Review:</b> Watch a performance of the witches from <i>Macbeth</i> and write 3 sentences describing how atmosphere was created.</p> |
| <p><b>PRACTICAL 1:</b> Experiment with Shakespearean themes through improvisation, developing confidence and creative performance skills.</p>   | <p><b>I can develop</b> short improvised scenes inspired by Shakespeare’s characters, conflicts and ideas.<br/> <b>I can explore</b> character motivation and relationships through spontaneous performance.<br/> <b>I can work collaboratively</b> to build confidence, creativity and ensemble skills.</p>            | <p><b>Use stimulus</b> such as key quotes, plot ideas or character pairs to inspire improvised scenes. <b>Experiment</b> with voice, movement and status to show character intentions. <b>Support</b> group creativity by listening, contributing ideas and responding in the moment.</p>  |   |
| <p><b>PRACTICAL 2:</b> Explore Shakespearean language by performing insults clearly, confidently and with expressive character choices.</p>   | <p><b>I can use</b> voice, diction and emphasis to perform Shakespearean insults effectively.<br/> <b>I can add</b> body language and gesture to enhance meaning and character.<br/> <b>I can show clear understanding</b> of tone, intention and emotion in performance.</p>   | <p><b>Practise</b> saying unfamiliar words slowly and clearly to improve diction. <b>Experiment</b> with volume, pace, facial expression and physicality to build character. <b>Work with a partner</b> to rehearse and refine delivery for maximum impact.</p>  |   |
| <p><b>PRACTICAL 3:</b> Choreograph and perform a stage combat sequence inspired by a Shakespeare play, demonstrating control and safety.</p>  | <p><b>I can demonstrate</b> safe and controlled stage combat techniques.<br/> <b>I can use timing, reaction and distance</b> to make conflict look believable without causing harm.<br/> <b>I can build tension</b> through performance choices and character motivation.</p>   | <p><b>Practise</b> basic combat moves (push, grab, slap, fall) with clear safety rules and controlled movement. <b>Choreograph</b> a short fight sequence based on a conflict from a Shakespeare scene. <b>Work collaboratively</b> to rehearse, refine and perform a polished staged combat piece.</p>  |   |
| <p><b>PRACTICAL ASSESSMENT:</b> Perform Act 1, Scene 1 from <i>Macbeth</i> using Shakespeare’s original language, demonstrating understanding of character, atmosphere and staging.</p>   | <p><b>I can perform</b> my role clearly using voice, emphasis, and pacing to communicate meaning.<br/> <b>I can use simple staging, costume or sound choices</b> to create mood and supernatural atmosphere.<br/> <b>I can work collaboratively</b> in rehearsal to refine lines, timing and character interaction.</p> | <p><b>Learn, annotate and rehearse</b> my lines using translation and performance notes. <b>Explore character intention</b> through voice, gesture and physical placement. <b>Set up a performance space</b> and practise cueing, entrances, exits and focus points for audience impact.</p>   | <p>Prepare for the practical assessment by attending rehearsals, learning lines and memorising staging and/or choreography.</p>                       |