

Music, Dance and Drama

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

Contents

Unit Aim.....	3
Units from Other Awarding Organisations	3
Qualification Documentation	3
Progression Across Levels	4
Delivery Requirements	6
Assessment Approach.....	8
Entry Level 1.....	9
Entry Level 2.....	9
Entry Level 3.....	10
Level 1	10
Level 2.....	11
Unit Content	12
Entry level 1	12
Entry level 2.....	15
Entry level 3.....	18
Level 1	21
Level 2.....	25

Unit Aim

This unit is part of the Skills for Life and Work suite. It has been designed primarily for learners aged 14-16 years old in Wales to be studied as part of 'Skills for Life' or 'Skills for Life and Work' qualifications.

The Music and Drama suite of units has been designed to develop learners' knowledge and practical skills in one or more areas of music, dance, drama, providing opportunities for expressing their ideas and applying their creativity and imagination.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Engagement with performing arts	Recognise instruments, sounds and props	Identify equipment and basic safety	Identify roles and rehearsal purposes	Describe styles and requirements	Compare expression across disciplines
Development of performance skills	Explore simple movements and sounds	Perform simple sequences	Demonstrate a range of skills	Demonstrate technical control	Demonstrate stylistic performance
Use of creative elements	Use objects to express ideas	Use props/costumes to represent character	Apply techniques with feedback	Communicate mood and theme	Apply techniques appropriate to genre
Participation in performance	Participate in group activity	Contribute to rehearsed performance	Perform for an audience	Perform with preparation and control	Perform with audience engagement
Planning and preparation	—	—	—	Prepare practice plans and organise resources	Plan and adapt performance work
Responding to feedback	—	—	Use feedback to improve	Reflect and identify improvements	Adapt work based on evaluation
Review and evaluation	Indicate enjoyment	State contribution	Identify strengths	Review own performance	Evaluate performance against plan
Technical understanding	—	Basic awareness of	Understand rehearsal processes	Understand performance requirements	Explain technical elements

		equipment and safety			
Cognitive demand	Recognise / participate	Identify / demonstrate	Apply / respond	Explain / prepare / review	Analyse / adapt / evaluate

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have relevant knowledge and practical experience in music, dance and/or drama appropriate to the level of delivery
- be able to support learners in developing practical performance skills in a safe and inclusive environment
- understand safeguarding requirements and know how to respond appropriately to learner needs and disclosures.

Delivery should be supported by:

- staff who are confident in facilitating practical, group-based and performance activities
- staff who can provide constructive feedback to support learner development
- access to technical support where required for sound, lighting or recording equipment.

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitably resources are available to deliver and assess this unit.

As a minimum, this must include:

Learning Environment

- a safe, appropriate space for rehearsal and performance activities
- sufficient space to allow movement for dance and drama activities

Teaching and Learning Materials

- structured lesson plans and session materials to support delivery
- learner handouts and activity materials to support rehearsal and performance tasks
- visual and audio resources, e.g., videos, music tracks, performance examples

Equipment

- access to musical instruments appropriate to the activities being delivered, e.g., percussion, keyboard, guitar
- sound equipment, e.g., speakers, microphones, playback devices
- recording equipment where appropriate to support review and assessment
- props, costumes or materials to support performance activities
- presentation equipment, e.g., projector or screen where required.

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the level, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit suite.

Entry Level 1

Assessment of Music, Dance and Drama at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Identification Task	Learners must identify an instrument or prop from a selection, e.g., drum, scarf, microphone.
Recognition Task	Learners must respond to a familiar sound or piece of music through gesture, movement or vocalisation.
Demonstration Task	Learners must demonstrate a simple movement or sound, e.g., clapping, stepping, vocalising.
Practical Task	Learners must use an object or instrument to express an idea, e.g., ribbon for wind, drum for loud sound.
Participation Activity	Learners must take part in a short group performance activity, e.g., call-and-response or simple role-play.
Response Task	Learners must indicate what they enjoyed about the activity using words, symbols or gestures.

Entry Level 2

Assessment of Music, Dance and Drama at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Identification Task	Learners must identify types of performance equipment, e.g., instruments, lighting, props.
Short Response	Learners must state a rule for working safely in a performance space.
Demonstration Task	Learners must perform a short sequence of movements or sounds, e.g., rhythm pattern or dance sequence.
Practical Task	Learners must use a costume or prop to represent a character in a simple scenario.
Group Performance	Learners must take part in a rehearsed group performance.
Verbal or Recorded Response	Learners must state how they contributed to the group activity, e.g., role or action.

Entry Level 3

Assessment of Music, Dance and Drama at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Short Written or Oral Task	Learners must identify roles involved in a performance and state purposes of rehearsal activities.
Demonstration Task	Learners must demonstrate a range of performance skills relevant to their chosen area.
Practical Improvement Task	Learners must show how performance improves following feedback.
Performance Task	Learners must take part in a structured performance for a specific audience.
Reflection Task	Learners must identify strengths in their own performance.

Level 1

Assessment of Music, Dance and Drama at Level 1 should include:

Assessment Type	Examples of Tasks
Written or Oral Task	Learners must describe styles of music, dance or drama.
Identification Task	Learners must identify resources needed for a performance.
Planning Task	Learners must produce a personal practice plan for a performance.
Organisation Task	Learners must organise equipment or materials for a rehearsal.
Demonstration Task	Learners must demonstrate technical skills in a chosen discipline.
Performance Task	Learners must communicate a mood or theme through performance.
Reflection Task	Learners must review their own contribution to a performance.
Improvement Task	Learners must identify ways to improve future performance.

Level 2

Assessment of Music, Dance and Drama at Level 2 should include:

Assessment Type	Examples of Tasks
Comparative Task	Learners must compare how expression is used in different performing arts disciplines.
Explanation Task	Learners must explain how technical elements support performance.
Planning Task	Learners must plan a performance based on a specific theme, including sequence and roles.
Adaptation Task	Learners must adapt a performance plan following rehearsal feedback.
Demonstration Task	Learners must demonstrate stylistic qualities appropriate to a genre.
Performance Task	Learners must use performance space effectively to engage an audience.
Monitoring Task	Learners must record and monitor their progress during development.
Evaluation Task	Learners must evaluate the success of a performance against the original plan.

Unit Content

Entry level 1

Unit Title: Music, Dance and Drama

Unit Reference Number: CBM111

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: Develop learners' knowledge and practical skills in one or more areas of music, dance, drama, providing opportunities for expressing their ideas and applying their creativity and imagination.

Principles of Progression

Progression Step 1 - I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Know ways to engage with performing arts		1.1	Identify a musical instrument or prop
		1.2	Recognise a sound or piece of music
2. Be able to explore creative movements or sounds		2.1	Demonstrate a simple movement or sound
		2.2	Use an object or instrument to express an idea
3. Be able to participate in a creative activity		3.1	Take part in a group performance activity
		3.2	Indicate what they enjoyed about the activity

Indicative Content

LO1 AC 1.1 Learners must identify at least one musical instrument or prop e.g.,

- Pointing to a drum or a colourful scarf when asked "Where is the instrument?"
- "Where is the prop?"

AC 1.2 Learners must recognise at least one specific sound or piece of music e.g., responding through a change in facial expression, gesture, or vocalisation when a familiar theme song or rhythmic beat begins.

LO2 AC 2.1 Learners must demonstrate at least one simple movement or sound e.g.,

- clapping hands in time with a teacher
- moving an arm in a "swimming" motion during a drama game.

AC 2.2 Learners must use one object or instrument to express an idea e.g.,

- shaking a maraca loudly to show "anger"
- waving a ribbon slowly to represent "the wind."

LO3 AC 3.1 Learners must participate in a group performance activity e.g.,

- joining in a "call and response" song
- taking a turn to walk across the "stage" during a classroom play.

AC 3.2 Learners must give at least one example of what they enjoyed during the activity e.g.,

- selecting a "thumbs up" symbol
- pointing to a photo of the drums to show what they liked best.

Area of Learning Experience	Expressive Arts
Statement of What Matters	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
Links to the Four Purposes	2. Enterprising, creative contributors, ready to play a full part in life and work
Cross-curricular Skills	Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Using recycled or low-impact materials in performances or creative work to support environmental awareness.

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Encourages cultural expression and creativity.

Entry level 2

Unit Title: Music, Dance and Drama

Unit Reference Number: CBM112

Level: Entry Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: Develop learners' knowledge and practical skills in one or more areas of music, dance, drama, providing opportunities for expressing their ideas and applying their creativity and imagination.

Principles of Progression

Progression Step 2 - I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Know key elements used in performing arts	1.1	Identify types of performance equipment	
	1.2	State a rule for working safely in a performance space	
2. Be able to develop basic performance skills	2.1	Demonstrate a sequence of movements or sounds	
	2.2	Use a costume or prop to represent a character	
3. Be able to contribute to a creative production	3.1	Take part in a rehearsed group performance	
	3.2	State how they contributed to the group activity	

Indicative Content

LO1 AC 1.1 Learners must identify at least three different types of performance equipment e.g.,

- a microphone
- a spotlight
- digital keyboard
- or a specific instrument from a selection of classroom items.

AC 1.2 Learners must state two simple rules for working safely in a performance space e.g.,

- "No running" when entering the drama studio
- Wires must be taped down to prevent tripping.

LO2 AC 2.1 Learners must demonstrate a sequence of at least three movements or sounds e.g.,

- performing a three-step dance move (e.g., step, clap, turn) in time with a rhythmic beat
- playing a repeated pattern of four notes on a chime bar (or resonator bell) or percussion instrument.

AC 2.2 Learners must use at least two pieces of costume or prop to represent a character e.g.,

- putting on a doctor's white coat and using a stethoscope to show they are playing a medical role in a scene
- holding a wooden sword and wearing a cape to indicate they are a knight in a historical drama sketch.

LO3 AC 3.1 Learners must participate in a rehearsed group performance e.g.,

- Taking part in a 5-minute musical ensemble where they play their assigned rhythm at the correct cue
- Walking onto the stage and delivering a simple line or action as part of a class play about school life.

AC 3.2 Learners must give two examples of how they contributed to the group work e.g.,

- A statement such as "I helped by playing the drums loudly during the chorus."
- Showing a peer, the specific dance move they practiced helping the group stay in sync.

Area of Learning Experience	Expressive Arts
Statement of What Matters	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
Links to the Four Purposes	2. Enterprising, creative contributors, ready to play a full part in life and work
Cross-curricular Skills	Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Using recycled or low-impact materials in performances or creative work to support environmental awareness.

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Encourages cultural expression and creativity.

Qualification Unit

Entry level 3

Unit Title: Music, Dance and Drama

Unit Reference Number: CBM113

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: Develop learners' knowledge and practical skills in one or more areas of music, dance, drama, providing opportunities for expressing their ideas and applying their creativity and imagination.

Principles of Progression

Progression Step 3- I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, tools and technologies showing innovation and resilience.

I can explore the effects that a range of creative techniques, materials, processes, resources, tools and technologies have on my own and others' creative work.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Know the requirements for a creative performance	1.1	Identify roles involved in a performance	
	1.2	State the purpose of rehearsal activities	
2. Be able to develop creative techniques in a chosen area	2.1	Demonstrate a range of performance skills	
	2.2	Use feedback to improve performance	
3. Be able to perform a creative piece	3.1	Take part in a structured performance for an audience	

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
	3.2 Identify strengths in own performance

Indicative Content	
LO1	AC 1.1 Learners must identify three roles involved in a performance e.g., - identifying the "Director" as the person who tells the actors where to stand - naming the "Lead Singer" and "Drummer" within a school band setup - pointing out the "Costume Designer" as the person responsible for the clothes worn on stage. AC 1.2 Learners must state the purpose of three different rehearsal activities e.g., - a "vocal warm-up" is to protect the voice from strain. - a "blocking rehearsal" is to make sure everyone knows where to move so they don't bump into each other. a "sound check" ensures the music is at the right volume for the audience.
LO2	AC 2.1 Learners must demonstrate a range of three performance skills e.g., - performing a short dance routine that includes both a jump and a balance - delivering a short monologue using different vocal tones to show a change in emotion - playing a melody on a keyboard while maintaining a consistent tempo. AC 2.2 Learners must use demonstrate using at least two pieces of feedback to improve a creative action e.g., - adjusting a dance move after a teacher suggests making the movement "sharper" or "bigger." - Slowing down the delivery of a line in a play after a peer says they could not understand the words - changing the volume of an instrument during a chorus based on a group leader's hand signals.
LO3	AC 3.1 Learners must participate in a structured performances for a specific audience e.g., - performing a 10-minute devised play for a group of students - taking part in a choreographed dance ensemble at a school assembly

- performing a series of songs as part of a class "Open Mic" afternoon for parents.

AC 3.2 Learners must give three examples of strengths in their own performance e.g.,

- "I stayed in character even when the audience laughed."
- "I remembered all the steps to the second dance without looking at the teacher."
- "I kept a steady beat on the tambourine throughout the whole song."

Area of Learning Experience	Expressive Arts
Statement of What Matters	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
Links to the Four Purposes	2. Enterprising, creative contributors, ready to play a full part in life and work
Cross-curricular Skills	Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Using recycled or low-impact materials in performances or creative work to support environmental awareness.

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Encourages cultural expression and creativity.

Qualification Unit

Level 1

Unit Title: Music, Dance and Drama

Unit Reference Number: CBM114

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: Develop learners' knowledge and practical skills in one or more areas of music, dance, drama, providing opportunities for expressing their ideas and applying their creativity and imagination.

Principles of Progression

Progression Step 4 - I can explore and experiment with my own and others' creative ideas, demonstrating increasingly complex technical control, innovation, independent thinking and originality to develop my work with confidence, being able to explain my reasons behind choices made and evaluate their effectiveness on my creative work.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Understand requirements for a successful performance	1.1	Describe styles of music, dance or drama	
	1.2	Identify resources needed for a performance	
2. Be able to prepare for a creative production	2.1	Prepare a personal practice plan	
	2.2	Organise equipment or materials for a rehearsal	
3. Be able to demonstrate performance skills	3.1	Demonstrate technical skills in a chosen discipline	
	3.3	Communicate a mood or theme through performance	

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
4. Be able to review own performance	4.1 Review own contribution to a performance
	4.2 Identify ways to improve future performance

Indicative Content	
LO1	AC 1.1 Learners must describe at least three different styles of music, dance, or drama e.g., • "Musical Theatre" as a style that combines singing, spoken dialogue, and dance to tell a story • "Street Dance" as a high-energy style that uses sharp movements like "popping" and "locking" to contemporary music • "Physical Theatre" as a style of drama where the story is told primarily through body movement rather than just words. AC 1.2 Learners must list at least three resources needed for a specific performance e.g., • a guitar, an amplifier, a plectrum, and a sheet music stand for a rock music performance • a black leotard, jazz shoes, a water bottle, and a floor mat for a contemporary dance showcase • a script, a hat for a character, a chair, and a spotlight for a short drama monologue.
LO2	AC 2.1 Learners must prepare a personal practice plans for a performance e.g., • writing a weekly schedule that sets aside 15 minutes each day for memorising lines from a script • creating a checklist of three specific dance transitions to practice repeatedly until they are smooth • setting a target to practise a difficult drum fill five times at a slow tempo before increasing the speed. AC 2.2 Learners must organise the relevant equipment or materials for a rehearsal e.g., • including setting up the chairs and music stands in a semi-circle before the band rehearsal begins

- checking that the speakers are connected to the tablet and the floor space is cleared of bags before a dance rehearsal
- gathering all the hand props (e.g., a phone, a briefcase) and placing them on the "props table" before starting a drama scene.

LO3 AC 3.1 Learners must demonstrate three technical skills in a chosen discipline e.g.,

- maintaining correct posture and projection while delivering a speech in a drama scene
- executing a series of rhythmic claps or steps while keeping perfect time with a backing track
- using correct finger placement on a keyboard to play a major scale without hesitating.

AC 3.2 Learners must demonstrate communicate three moods or themes through a performance e.g.,

- using slow, heavy movements and a serious facial expression to communicate a "sad" theme in a dance piece
- adjusting the volume and tone of their voice to show "excitement" during a dramatic storytelling activity
- playing a piece of music with a fast tempo and bright dynamics to convey a "happy" or "energetic" mood.

LO4 AC 4.1 Learners must review their own contributions to the performance e.g.,

- writing a short paragraph about how they remembered all their cues and stayed focused throughout the show
- recording a voice note explaining how they helped the group by keeping everyone in time during the musical number
- completing a "self-reflection" form that identifies they were reliable and arrived on time for all rehearsals.

AC 4.2 Learners must give three examples of how their work could be improved for next time e.g.,

- looking at the audience more instead of looking at their feet
- they need to practice the high notes more to make sure they are always in tune
- they should spend more time exploring different costumes to better represent their character.

Area of Learning Experience	Expressive Arts
Statement of What Matters	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
Links to the Four Purposes	2. Enterprising, creative contributors, ready to play a full part in life and work
Cross-curricular Skills	Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Using recycled or low-impact materials in performances or creative work to support environmental awareness.

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Encourages cultural expression and creativity.

Qualification Unit

Level 2

Unit Title: Music, Dance and Drama

Unit Reference Number: CBM115

Level: Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: Develop learners' knowledge and practical skills in one or more areas of music, dance, drama, providing opportunities for expressing their ideas and applying their creativity and imagination.

Principles of Progression

Progression Step 5 - I can explore and experiment with my own creative ideas and those of others, demonstrating technical control, innovation, independent thinking and originality, showing confidence to take risks and developing resilience in order to overcome creative challenges.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Understand relationships between performing arts disciplines	1.1	Compare use of expression in different performing arts	
	1.2	Explain how technical elements support performance	
2. Be able to plan a creative performance	2.1	Plan a performance based on a theme	
	2.2	Adapt a plan in response to rehearsal feedback	
3. Be able to apply performance techniques	3.1	Demonstrate stylistic qualities appropriate to a genre	
	3.3	Use performance space effectively to engage an audience	

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
4. Be able to review and refine performance	4.1 Monitor own progress during development
	4.2 Evaluate the success of a performance against a plan

Indicative Content	
LO1	AC 1.1 Learners must give at least three examples to compare the use of expression in two different performing arts e.g., • comparing how a dancer uses "extension and fluid movement" to show joy versus how a musician might use "major keys and staccato articulation" to show the same emotion • comparing the use of "vocal projection and pausing" in drama with the use of "rhythmic dynamics" in a drum solo to create tension. • comparing how a costume in a play defines a character's social status versus how a specific dance outfit allows for a range of motion. • comparing the use of "silence" in a dramatic scene to create suspense with the use of a "rest" in a musical score for emphasis. AC 1.2 Learners must explain how three technical elements support a creative performance e.g., • how a "wash of blue light" creates a cold or lonely atmosphere in a contemporary dance piece • how the use of a "lapel microphone" allows an actor to deliver lines with a natural, intimate tone without losing clarity • how "reverb" added to a vocal track in a music performance creates a sense of space or dreaminess • how a "revolving stage" or "sliding flats" allow for quick transitions between scenes in a fast-paced drama.
LO2	AC 2.1 Learners must plan a performance sequence based on a specific theme e.g., • creating a storyboard for a 3-minute drama scene based on the theme of "Social Media Pressure" • drafting a choreography map that outlines the floor patterns and counts for a dance piece themed around "Clockwork" • writing a setlist and arrangement notes for a musical medley that explores the theme of "Nature"

- designing a script and prop list for a puppet show aimed at teaching younger students about "Sustainability."

AC 2.2 Learners must modify the plan in response to rehearsal challenges e.g.,

- changing a dance lift to a floor sequence because the original move was physically unsafe for the performers
- cutting two lines of dialogue in a scene to improve the "pacing" and ensure the performance stays within the time limit
- transposing a song into a different key because the original was outside the comfortable range of the lead singer
- simplifying a prop from a "working fountain" to a "static sculpture" due to a lack of water access on the school stage.

LO3 AC 3.1 Learners must demonstrate four stylistic qualities appropriate to the chosen genre e.g.,

- using "syncopation and swing feel" when performing a Jazz-inspired musical piece
- employing "direct address and breaking the fourth wall" in an Epic Theatre-style dramatic monologue
- executing "sharp, angular movements and grounded footwork" in a Hip-Hop dance routine
- utilising "improvisational flourishes" within a Blues guitar solo to stay true to the genre's traditions.

AC 3.2 Learners must use a performance spaces effectively to engage an audience e.g.,

- moving between different "levels" (sitting, standing, kneeling) to make a dramatic scene more visually interesting
- entering the performance through the "auditorium aisles" to surprise the audience and make them feel part of the show
- placing musicians in different corners of the room to create a "surround sound" experience for the listeners
- utilising the "downstage centre" area for a dance solo to ensure the most emotional part of the piece is seen clearly.

LO4 AC 4.1 Learners must monitor their personal progress throughout the development of the unit e.g.,

- keeping a weekly rehearsal log that tracks how long it took to memorise 5 pages of a script
- recording video clips of every third rehearsal to physically see the improvement in dance technique over a month
- using a "skills checklist" to rate their own confidence in playing a difficult guitar riff from 1 to 10 each week

- writing a mid-unit report that identifies which specific drum rudiments still need more practice before the show.

AC 4.2 Learners must review the success of the final performance against the original plan e.g.,

- analysing why the "ending" of the play was different from the script and whether it worked better for the audience
- assessing if the chosen music for the dance piece successfully communicated the "theme" identified in the initial plan
- reflecting on how well the group managed the equipment setup compared to the timeline they wrote in the planning phase
- comparing the audience's reaction to the "intended reaction" stated in the original project proposal.

Area of Learning Experience	Expressive Arts
Statement of What Matters	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
Links to the Four Purposes	2. Enterprising, creative contributors, ready to play a full part in life and work
Cross-curricular Skills	Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Using recycled or low-impact materials in performances or creative work to support environmental awareness.

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity	Encourages cultural expression and creativity.