

Music, dance and drama

Unit delivery and assessment pack



Made for Wales.
Ready for the world.

Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

The pack is structured as follows:

Unit overview	3
Entry Level Learning Outcomes and Assessment Criteria	5
Level 1 and Level 2 Learning Outcomes and Assessment Criteria	7
Delivery guidance	9
Planning courses	9
Amplification of learning outcomes	9
Suggested activities.....	13
Sources of evidence	14
Experiences.....	14
Resources and organisations	15
Resources required for delivery	15
Resources available to support delivery	15
Resources required for assessment.....	16

The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Music, dance and drama
Suite	Skills for Life
Unit Codes	S619E1 S619E2 S619E3 S619L1 S619L2
GLH	20
Unit Aim	To develop Learners' knowledge and practical skills in one or more areas of music, dance or drama, providing opportunities for expressing their ideas and applying their creativity and imagination.
Unit Summary	This unit helps learners develop the skills required to participate confidently and creatively in music, dance or drama. Learners will explore and develop techniques in one or more performance area while using their creativity and imagination to express ideas, feelings, character or mood through music, voice, movement, or action. They will also learn to work collaboratively with others to communicate effectively to an audience. Practical activities, including performing, improvisation, and creative workshops, will help learners apply their knowledge, develop technical and expressive skills, and understand how to engage and communicate with an audience successfully.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the Expressive arts statements of what matters: <i>Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals</i>, and <i>Creating combines skills and knowledge, drawing on the senses, inspiration and imagination</i>. It also supports progress towards the Languages, literacy and communication statement of what matters: <i>Expressing ourselves through languages is key to communication</i>, and the Health and well-being statement of what matters: <i>Developing physical health and well-being has lifelong benefits</i>. Learners will develop creativity, communication, and physical and emotional skills through active engagement in music, dance, and drama. Integral and cross-curricular skills: Learners will have opportunities to develop their creativity and innovation and personal effectiveness skills as well as their digital competence and demonstrate their application in practical contexts. At Entry Level, learners practise simple performance skills, following instructions, exploring ideas, and using basic creative techniques to express themselves in music, dance, or drama.

At Levels 1 and 2, learners apply performance skills independently, developing and refining their ideas, making creative choices, collaborating with others, and communicating effectively to engage an audience, while reflecting on their work to improve and solve artistic challenges.

Cross-cutting themes: Learners will explore diversity by discussing different audiences, cultures, and traditions in music, dance, and drama, and by collaborating with peers from varied backgrounds. At higher levels learners may consider inclusion, representation, and cultural sensitivity when planning and creating performances, ensuring that their work reflects and respects diverse voices, styles, and experiences. Careers and work-related experiences are promoted as learners will develop employability skills through collaborative creative work, including following instructions, participating in rehearsals, and performing in practical activities. At higher levels they take on more independent roles in planning, performing, and presenting work, managing tasks, making creative decisions, and developing technical and expressive skills relevant to real-world performance and creative contexts. Learners will explore local, national and international by experiencing and analysing simple performances from different cultural and community settings. At higher levels learners can develop their understanding further by drawing on a wide range of cultural, historical, and international influences to create performances for different audiences and settings, including local community events, national festivals, or global platforms.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Know about basic elements of music, dance or drama	E1 1.1 Name basic elements such as rhythm, movement or gesture. E1 1.2 Point out one familiar feature in music, dance or drama.	E2 1.1 Recognise basic features and simple styles in music, dance or drama. E2 1.2 Indicate different ways music, dance or drama can show ideas or feelings.	E3 1.1 Give a description of basic elements, features, or simple styles in music, dance or drama. E3 1.2 Give examples of how music, dance or drama can be used to express ideas, stories, or feelings.
LO2 Be able to plan or prepare for a simple performance in music, dance or drama	E1 2.1 Point out a simple idea or theme for a performance, with support. E1 2.2 Show a basic understanding of what will happen in the performance.	E2 2.1 Select a simple idea or theme for a performance. E2 2.2 Make a basic plan or notes about what to do during the performance. E2 2.3 Present ways to include simple creative ideas or expression.	E3 2.1 Suggest an idea or theme for a performance. E3 2.2 Make a plan showing the order of actions, movements or sounds. E3 2.3 Use imagination and creative ideas to enhance the performance.

LO3 Be able to take part in a simple performance in music, dance or drama	E1 3.1 Take part in a simple performance with support. E1 3.2 Show basic use of voice/instrument, movement or actions.	E2 3.1 Perform their part using basic skills in music, dance or drama. E2 3.2 Show an expression or idea through voice/instrument, movement or action. E2 3.3 Work with others during the performance.	E3 3.1 Perform with increasing skill, control and confidence. E3 3.2 Express an idea, feeling or character clearly through voice/instrument, movement or action. E3 3.3 Work effectively with others and respond to cues or timing.
LO4 Be able to reflect on the performance in music, dance or drama	E1 4.1 Say something that went well in the performance. E1 4.2 Point out one thing that could be done differently next time.	E2 4.1 Give examples of aspects that went well in the performance. E2 4.2 Suggest at least one area for improvement. E2 4.3 Recognise how ideas or expression were used in the performance.	E3 4.1 Reflect on their own performance and strengths. E3 4.2 Identify areas for improvement. E3 4.3 State how creativity, ideas, or expression were used in their own and others' performances.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Know about different elements, techniques and styles of music, dance, or drama	L1 1.1 Identify different elements used in music, dance, or drama. L1 1.2 Identify simple techniques used in music dance or drama performances. L1 1.3 Identify different styles or genres in music, dance, or drama. L1 1.4 Describe how elements or techniques are used to express ideas or feelings.	L2 1.1 Describe a range of elements used in music, dance, or drama. L2 1.2 Explain how techniques are used within music, dance or drama performances. L2 1.3 Describe features of different styles or genres and their characteristics. L2 1.4 Explain how elements and techniques help communicate ideas or mood.
LO2 Be able to plan and develop a performance in music, dance, or drama	L1 2.1 Outline an idea or stimulus for a performance. L1 2.2 Produce a plan showing the structure of the performance. L1 2.3 Demonstrate creativity and imagination when presenting the performance idea.	L2 2.1 Develop performance ideas using a clear theme or intention. L2 2.2 Produce a detailed plan showing structure, roles, and sequencing. L2 2.3 Demonstrate creativity and imagination when shaping and refining the performance. L2 2.4 Suggest improvements to enhance the effectiveness of the performance.

LO3 Be able to perform effectively in music, dance or drama	L1 3.1 Perform using appropriate skills and techniques. L1 3.2 Communicate ideas, feelings or character clearly through performance. L1 3.3 Work cooperatively with others during the performance.	L2 3.1 Perform with control, confidence and technical accuracy. L2 3.2 Communicate ideas, feelings or character effectively and consistently through controlled performance. L2 3.3 Demonstrate effective timing, coordination, and awareness of others. L2 3.4 Engage the audience through expressive and confident performance.
LO4 Be able to reflect on and evaluate performances in music, dance, or drama	L1 4.1 Reflect on strengths in their own and others' performance in music, dance or drama. L1 4.2 Identify areas for improvement and suggest ways to develop skills in their own or others' performance in music, dance or drama. L1 4.3 Give reasons why the performance worked well or could be improved.	L2 4.1 Evaluate strengths and weaknesses of performances in detail. L2 4.2 Explain how elements, techniques, or creative choices affected the performance. L2 4.3 Suggest realistic improvements for future performances. L2 4.4 Use appropriate subject terminology when evaluating performances.

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Music, dance and drama include Arts and crafts, Digital film and media, Exercise for all and Mental health and wellbeing. These units help learners develop the knowledge, skills and behaviours needed to enhance creativity, express ideas confidently, use technical and media skills effectively, maintain physical fitness, and build emotional resilience, all of which support successful performance skills. In addition, Interview and confidence techniques offers valuable links to performance and presentation skills, supporting learners' ability to communicate ideas, demonstrate confidence, and engage an audience in both creative and professional contexts.

There may also be links to other WJEC qualifications, including Level 1/2 Vocational Award in Performing Arts, VCSEs in Performing Arts, and Creative and Media Production and Technology, the General Foundation Qualification in Expressive Arts, and the Work-Related Foundation Qualification in Creative and Media Production and Technology. For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of learning outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts, as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
L01	Examples of basic elements in music, dance and drama could include: Music • rhythm • tempo (fast/slow) • pitch (high/low) • dynamics (loud/quiet) • melody • beat.

Dance

- movement
- action
- space
- levels (high/low)
- speed
- gesture.

Drama

- voice
- facial expression
- gesture
- movement
- character
- role.

Examples of basic features or simple styles could include:

- happy or sad music
- fast or slow dance
- loud or quiet sounds
- mime or role play
- simple songs or rhythms
- short movement sequences
- familiar stories or characters.

For Level 1 and 2 learners:

Techniques could include:

Music

- repeating rhythms
- changing tempo or dynamics
- use of instruments or voice.

Dance

- repeated movements
- changes in direction or level
- use of space and timing.

Drama

- use of voice (volume, tone)
- facial expression
- body language
- improvisation.

Examples of styles or genres could include:

Music

- pop
- classical
- folk
- rap.

	Dance • street dance • contemporary • traditional or cultural dances. Drama • comedy • mime • scripted drama • improvisation.
LO2	Ideas may include, but are not limited to: • a simple theme (such as friendship, celebration, feelings) • a piece of music or rhythm • a short story, poem, or character • an image, picture, or object • everyday situations or experiences • a movement or sound idea. Planning and preparation activities may include, but are not limited to: • discussing what will happen in the performance • making simple notes or lists of actions • ordering movements, sounds, or scenes • creating a short storyboard or sequence • deciding who does what in the performance • choosing music, movements, or lines to use • rehearsing sections of the performance. For Level 1 and 2 learners: How to improve the performance: • adjusting the order of scenes or movements • changing roles or groupings • simplifying or extending parts of the performance • selecting ideas that better communicate the theme or mood • responding to feedback during rehearsal.
LO3	Performance skills may include, but are not limited to: Voice • speaking or singing clearly • changing volume (loud/quiet) • using tone or expression. Instrument • playing simple rhythms or patterns accurately • controlling volume (loud/quiet) when playing • starting and stopping at the correct time • holding and using the instrument correctly. Movement • copying or repeating movements • controlling body movements • using space and direction.

	Action • using gesture or facial expression • responding to a character or role following simple choreography or actions. For Level 1 and 2 learners: An effective performance may include: • appropriate control, accuracy, and confidence • using voice, instruments, movement, or actions clearly and purposefully • communicating ideas, character, or mood to an audience • maintaining focus and consistency throughout the performance. Technical skills may include: • accurate timing, rhythm, or coordination • controlled use of voice, movement, or instrument • dynamics, gesture, facial expression, or movement quality • responding to cues, signals, or changes during the performance. Working with others may include: • performing in time and synchronisation with others • showing awareness of group roles and responsibilities • adjusting performance to support the group outcome • demonstrating cooperation and mutual support during the performance. Audience engagement may include: • performing with clear intention and presence • projecting voice or movement appropriately for the space • maintaining energy and expression throughout the performance • demonstrating confidence and commitment to the performance.
LO4	Ways of reflecting on a performance may include: • talking about what happened in the performance • saying what they enjoyed or found challenging • identifying something that went well • identifying something that could be improved • responding to simple questions about the performance • giving feedback verbally or in simple written form. Examples of strengths and areas for improvement may include: • clear use of voice, instrument movement, or actions • confident or controlled performance • effective timing or coordination • expressive use of ideas or character • moments where instructions, timing, or expression could be improved • use of practice or rehearsal to improve performance.

	For Level 1 and 2 learners: Evaluation may include, but are not limited to: • giving reasons why the performance was effective or not • explaining how elements or techniques affected the performance • using basic subject terminology (for example rhythm, gesture, timing, expression) • suggesting realistic improvements for future performances • considering feedback from others to improve work.
--	--

Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- exploring basic elements of music, dance, or drama using pictures, sounds, or short video clips
- watching short performances (such as songs, instrumental performances, dances, short scenes) followed by group discussion about what they see or hear
- matching or sorting activities to identify emotions, moods, or performance types (for example happy/sad, fast/slow, loud/quiet)
- posters or simple diagrams showing performance ideas, themes, or characters
- using templates to plan a simple performance, including movements, sounds, or actions
- role-play activities, acting out short scenes, movements, or musical ideas with support
- experimenting with voice, movement, rhythm, or gesture in guided practical sessions
- practising simple performance skills such as clapping rhythms, repeating movements, or speaking lines
- performing short pieces individually or in groups with teacher guidance
- discussing what they enjoyed, what went well, or how they felt during the performance, verbally or using simple prompts
- watching recordings of their performance (where appropriate) and identifying one thing they liked.

The following activities would be suitable for use with Level 1 and 2 learners:

- planning, rehearsing, and performing a short music, dance, or drama piece for a selected audience
- creating a performance plan, script, or sequence showing structure, timing, and roles
- developing characters, movement sequences, or musical ideas using creative techniques
- rehearsing independently or in groups to refine timing, expression, and performance skills
- analysing professional or recorded performances to identify effective use of elements and techniques
- experimenting with performance styles, genres, or cultural influences and justifying creative choices
- performing to peers or an invited audience and responding to feedback
- recording performances and using playback to evaluate strengths and areas for improvement

- reflecting on creative decisions, teamwork, and performance effectiveness
- discussing how ideas, mood, or character were communicated to the audience
- considering health, safety, and wellbeing in performance, including warm-ups and safe use of space.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as roleplay, case studies, or projects. Whilst evidence may be verbal, written, practical or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on the meeting of standards, not on spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- completed matching worksheet or sorting activity showing elements, features, or styles
- photographs or video clips of learners performing music, dance, or drama pieces
- teacher observation sheets/checklists noting performance skills or expression
- peer feedback forms on performance, creativity, or collaboration
- audio/video recordings of rehearsals or final performances
- group posters, diagrams, or storyboards showing performance planning or ideas
- completed performance plan or sequence notes
- Q&A/discussion notes reflecting performance elements, techniques, or styles
- teacher observation notes on rehearsal, planning, or group work
- audio/video recordings of learners practising or performing solos, duets, or group pieces
- scenario sheets or planning templates for intended movements, actions, or sequences
- peer/teacher feedback forms on performance effectiveness/expression/audience engagement
- learner reflection sheets on strengths/areas for improvement/creativity or imagination.

Experiences

To provide a real-world context you could:

- invite a performer, musician, dancer, or actor to lead a workshop or demonstration. Learners could watch short performances or demonstrations of techniques (such as voice use, movement, expression, timing) and make notes or identify key features. Individually or in groups, learners could practise the demonstrated skills, experiment with expressing ideas/emotions, and discuss how performers communicate with an audience. Learners could then reflect on the experience and share one thing they learned and how they might use it in their own performance.
- arrange a visit to a local theatre, dance studio, music venue, or community arts space to see how music, dance, or drama is used in real-world settings. Learners could prepare questions in advance about rehearsals, performances, roles, and creative processes. Learners could observe a rehearsal or performance space, identify features such as stage areas/props/costumes/equipment, and discuss how these support performance. Learners could discuss what they learned, and how it links to possible creative careers.
- organise practical performance workshops and role-play activities where learners plan, rehearse, and perform short pieces in music, dance, or drama. Learners could develop a simple theme or idea, practise using voice, instruments, movement, or actions, and perform. They could take turns performing/watching, giving feedback on what worked well and what could be improved. Learners could then reflect on their own performance, how they worked with others, and how creativity and expression were used.

Resources and organisations

Resources required for delivery

Centres may require access to a studio or hall, instruments or playback, and optional props/costumes and simple recording tools. These resources enable rehearsal, performance and creative experimentation, supporting valid, practical assessment of technique, expression and audience communication.

Resources available to support delivery

BandLab for Education	A free music creation and collaboration platform for schools, allowing teachers to create virtual classrooms, assign projects, and provide feedback, while students learn music production, songwriting, and instrument skills through a secure, browser-based Digital Audio Workstation (DAW) with virtual instruments and loops. To find out more, go to: https://edu.bandlab.com/ Adobe Rush
National Theatre Collection/Digital Theatre+	A digital library of recordings of theatre productions from the UK's National Theatre. Offers streaming access to full performances, alongside learning resources like plot synopses, design notes, rehearsal insights, and lesson plans. To find out more, go to: National Theatre Collection National Theatre
Wales Millenium Centre – Platfform	Offers free workshops, courses and digital learning experiences in the areas of Performance, Music Production, Radio and Digital XR. Also offers youth experiences sessions where young people can explore WMC spaces and their creativity through different events, such as the annual 'Dros Nos' sleepover event - youth groups and community organisations can spend 24 hours, trying out new creative skills, watching an original production, hearing from creatives and connecting with others over a silent disco. To find out more, go to: Platform Wales Millennium Centre
BBC Bitesize – Music, dance and drama	Offers curriculum linked resources like videos, games, quizzes and revision guides. To find out more, go to: Music – BBC Bitesize Dance – BBC Bitesize GCSE Drama – BBC Bitesize
Screen Alliance Wales	Offers practical activities and lesson plans to develop a range of skills related to the creative industries. Available in both Welsh and English. To find out more, go to: https://www.screenalliancewales.com/resources Case studies: https://www.screenalliancewales.com/video-resources

Into Film	Provides resources for primary and secondary learners with several bilingual resources, including the following relevant resource: Analysis of sound and music (in Welsh): Resource – Cerdd Cynradd: Cyfansoddi Seinwedd – Into Film To find out more, go to: https://www.intofilm.org/resources
Adobe Express	An all-in-one design, photo and video tool to make content creation easy. To find out more, go to: https://www.adobe.com/uk/express/ Adobe Creative Cloud Express (on Hwb)
Adobe Premier	To find out more, go to: https://www.adobe.com/uk/products/premiere-rush.html
Canva	An online graphic design platform that provides tools and editable templates for creating visual content. To find out more, go to: www.canva.com
Capcut	AI video editor. To find out more, go to: https://www.capcut.com/

Resources required for assessment

Assessment of this unit should not require any additional resources to those required for delivery.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

We do not produce, maintain or control the external materials, and therefore cannot ensure their ongoing accuracy, availability or suitability, as content may change without notice.

Any questions or concerns about external content should be directed to the original providers. If you identify any links that are no longer working or are inappropriate, you are encouraged to inform the subject team so they can be reviewed. All information in this publication is accurate at the time of publication.

© WJEC CBAC Limited 2026.