



Long Term Mapping 2025 – 26 KS4 –

Year 10 – PERFORMING ARTS

Subject Intent/ Aims:

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.

Powerful Knowledge in Drama

The key concepts in drama are skill driven and aim to build personal skills which can be relied upon to succeed, not only in drama lessons but beyond school life and in future employment. At the heart of drama is the development of these skills in all young people; engagement, communication and oracy, creative imagination, clarity of expression, autonomy, leadership confidence and cooperation. There is more to drama than being able to perform on stage. Opportunities are embedded for students to be able to hone and develop performance talent but equally important is the ability to understand the purpose of the theatre we create. Methodologies of theatrical practitioners are introduced throughout the key stages to enable students not only to 're-enact' but also shape their own unique ideas with a greater understanding of the need for style, intention, theatrical form and to learn to celebrate individual and unique perspectives.

Curriculum features

The key features of OCR's GCSE (9–1) in Drama for you and your learners are: • centre-choice of text for 'Presenting and performing texts' component • choice of performance or design assessments for all non-exam components • 'Presenting and performing texts' component focusing on assessing performance and design skills shown on the day in live performance • high percentage of practical assessment in the non-exam assessment and a reduction in the amount of lengthy portfolio assessment for learners • focused set text study for the exam allowing learners to explore texts through practical activities in lessons • a wide range of theatre performances that can be analysed by learners for the exam • assessment objectives divided to create separate marking criteria to make assessment transparent for teachers and learners • discreet marking criteria to assess performing and design skills offering a rigorous and comprehensive production, performing or combined option through qualification • marking criteria for the external visiting examiner assessment available in the specification • performance and production options which prepare learners for routes through the OCR AS and A Level Drama and Theatre specifications • stimulus materials from the exam board for the devising component

AT KS4 This means:

- They will study a range of practitioners, plays and styles of theatre, in order to develop their practical and theoretical understanding of Drama.
- Through verbal and written evaluations, they will confidently articulate and analyse inspirational live productions and their own performances. Within this, they will identify drama techniques and skills and form a critical opinion.
- They will regularly make, perform and respond to Drama, in order to develop their own practice, through the delivery of a broad and exciting curriculum which develops breadth and depth of drama knowledge
- They will develop core transferable skills, such as communication, co-operation and confidence that will be motivational and assist them with future preparation for any chosen career path



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Key Concepts - Advent	Key Concepts – Lent	Key Concepts - Pentecost
<ul style="list-style-type: none">INTRODUCTION TO PRACTITIONERS, THEATRE STYLES, ELEMENTS AND MEDIUMSCOMPONENT 1&2 GCSE DEVISING PREPARATIONREHEARSE AND ANALYSE A SCRIPTED PERFORMANCE	<p>CONSOLIDATE LEARNING AND REVIEW</p> <p>COMPONENT 3 EXPLORATION AND MOCK</p>	<p>COMPONENT 1&2 PERFORMANCE</p> <p>COMPONENT 3 EXPLORATION AND MOCK</p>

NATIONAL CURRICULUM AND LEARNING AIMS

OCR's GCSE (9–1) in Drama will encourage learners to: • apply knowledge and understanding of drama when making, performing and responding to drama • explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created (a performance text is one that has been written specifically for theatrical performance) • develop a range of theatrical skills and apply them to create performances • work collaboratively to generate, develop and communicate ideas • develop as creative, effective, independent and reflective students able to make informed choices in process and performance • contribute as an individual to a theatrical performance • reflect on and evaluate their own work and that of others • develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice • adopt safe working practices.

Components		Components		Components	
<i>advent 1</i>	<i>advent 2</i>	<i>lent 1</i>	<i>lent 2</i>	<i>Pentacost 1</i>	<i>Pentacost 2</i>
INTRODUCTION TO PRACTITIONERS, THEATRE STYLES, ELEMENTS AND MEDIUMS COMPONENT 1&2 GCSE DEVSING PREPARATION REHEARSE AND ANALYSE A SCRIPTED PERFORMANCE	REVIEW COMPONENTS 1&2 PERFORMANCE AND PORFOLIO.	WHOLE CLASS READ THROUGH AND ANALYSIS AND EVALUATION OF SET PLAY TEXT. COMPONENT 1&2 WORKSHOPS AND REHEARSALS.	COMPONENT 3 EXTRACT EXPLORATION. DRAMA SKILLS DEVELOPMENT WORKSHOPS. COMPONENT 3 EXPLORATION AND MOCK	REVISE COMPONENT 4 COMPONENT 4 MOCK COMPONENT 1&2 WORKSHOPS AND REHEARSALS.	COMPONENT 1 PERFORM AND SUBMIT COMPONENT 1&2 FIRST DRAFT OF COMPONENT 1&2 PORTFOLIO REVIEW
HO Knowledge		HO Knowledge		HO Knowledge	
<i>advent 1</i>	<i>advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentacost 1</i>	<i>Pentacost 2</i>
To develop as a performer and/or designer you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer (in acting/or designer across a range of performances, performance styles and practitioners to build on relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material. This component will give you an	To develop as a performer and/or designer you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a performer (in acting/or designer across a range of performances, performance styles and practitioners to build on relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material. This component will give you an	Learners will participate in workshops and classes to develop performance and or design, and interpretative skills and techniques appropriate to the selected discipline of acting or design. Using a set text, learners will learn how to interpret, the Playwrights artistic intention and vision. Students will also learn how to develop their own artistic intention and vision as they	Students will take a part in two performances of two extracts from the text. They can work as a performer or designer in this component. Performance lengths will vary according to the size of the group. In this unit students can work individually, or in a group of up to 6. The time range is between 2 and 15 minutes, depending on the size of the group. Students must present at least one performance as part of a group. Students will be required to produce an accompanying concept	Concept Pro-forma Performance Evaluation of performance -Component 4 exam assessment. Students will be asked about preparing and performing a text. They will draw on the experience of studying a whole text during the course from a list set by the exam board. The questions will focus on the process of creating and developing performance, working as a director, performer and designer, as well as the	Complete component 1 performance examination in controlled conditions conducted internally. General whole class feedback to be given to students for component 1 portfolio submissions. Students will watch back their recorded component 1 performance exam and self-evaluate their own performance and the performance of their group. Students will use prior knowledge of drama

understanding of practitioners' work and the processes and practices that contribute to a range of performance styles.	understanding of practitioners' work and the processes and practices that contribute to a range of performance styles.	bring the set text to life through explorative rehearsal techniques and performance.	document which outlines their intentions for the performances.	performance of a character from the text.	skills learnt throughout the year to produce insightful evaluations which make good use of subject specific language.
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Composite Skills		Composite Skills		Composite Skills	
<i>Term 1</i>	<i>Term 2</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 1</i>	<i>Term 2</i>
Body Language	Body Language	Body Language	Body Language	Body Language	Body Language
Gestures	Gestures	Gestures	Gestures	Gestures	Gestures
Improvisation	Improvisation	Improvisation	Improvisation	Improvisation	Improvisation
Creative intentionsof your piece	Creative intentionsof your piece	Creative intentionsof your piece	Creative intentionsof your piece	Creative intentionsof your piece	Creative intentionsof your piece
Characterisation	Characterisation	Characterisation	Characterisation	Characterisation	Characterisation
Collaborative Skills	Collaborative Skills	Collaborative Skills	Collaborative Skills	Collaborative Skills	Collaborative Skills
Expressive Skills	Expressive Skills	Expressive Skills	Expressive Skills	Expressive Skills	Expressive Skills
Interpretive Skills	Interpretive Skills	Interpretive Skills	Interpretive Skills	Interpretive Skills	Interpretive Skills
Energy	Energy	Energy	Energy	Energy	Energy
Focus	Focus	Focus	Focus	Focus	Focus
Concentration	Concentration	Concentration	Concentration	Concentration	Concentration
Group Interaction	Group Interaction	Group Interaction	Group Interaction	Group Interaction	Group Interaction
Performance	Performance	Performance	Performance	Performance	Performance
Interaction	Interaction	Interaction	Interaction	Interaction	Interaction
Research skills	Commitment	Commitment	Commitment	Commitment	Commitment
Presentation skills					



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Final composition/ Deliberate Practice			Final composition/ Deliberate Practice			Final composition/ Deliberate Practice		
<i>Advent</i> <i>1</i>	<i>advent</i> <i>2</i>		<i>Lent 1</i>	<i>Lent 2</i>		<i>Pentacost 1</i>	<i>Pentacost 2</i>	
PLAN FOR MOCK COMPONENT 1&2	PERFORM STAGGER THROUGH OF COMPONENT 2		CONSOLIDATE AND REVIEW C1&2	REVIEW AND COMPLETE C3 MOCK.		REVIEW AND SUBMIT C4 MOCK	REVIEW AND SUBMIT FINAL PERFORMANCE C1&2	
Assessment/s (Formative and Summative)			Assessment/s (Formative and Summative)			Assessment/s (Formative and Summative)		
Term Dates	Sept/Oct	Nov/Dec	Term Dates	Jan/Feb	Feb/Mar/Apr	Term Dates	Apr/May	June/July
Curriculum content (Ongoing formative assessments. WWW EBI)	Week starting 23-9-24 Week starting 21-10-24	Week starting 18-11-24 Week starting 16-12-24	Curriculum content (Ongoing formative assessments)	Week starting 13-1-25 Week starting 10-2-25	Week starting 3-3-25 Week starting 31-3-25	Curriculum content (Ongoing formative assessments)	Week starting 28-4-25 Week starting 12-5-25	Week starting 16-6-25 Week starting 14-7-25
<ul style="list-style-type: none"> C1 AND C2 REVIEW. C3 MOCK 1,2 			<ul style="list-style-type: none"> GROUP WORK SELF EVALUATION AND TARGET SETTING FOR C3. REVIEW C1 AND C2 PRIOR TO STAGGER THROUGH. COMPLETE C3 C2 SCRIPTED PERFORMANCE MOCK. 			<ul style="list-style-type: none"> COMPLETE C3 1-4. SUBMIT EXAM C1,2 GROUP WORK SELF EVALUATION 		
MAKING Exploring themes, ideas and issues. You will work on your own and in small and large groups making drama. You will be working co-operatively and in a friendly and supportive way with others.			PERFORMING Exploring, devising, shaping and interpreting drama when performing. Showing through performance that you understand your character.			RESPONDING Evaluating and applying knowledge and understanding		

COMPONENT 1/2

Students will create a devised performance in groups. They will be able to select a starting point from a range of stimuli provided by the exam board. They can choose to work as a performer or designer in this component. Performances will be between 5 and 15 minutes, depending on the size of the group. All performances will be supported by a portfolio which is evidence of the students' devising process and can be made up of a combination of writing, images, observation notes and artefacts. 40 marks: For the evidence in the portfolio 20 marks: For the final performance.

COMPONENT 3

Students will study a text chosen by the Centre. Students will take part in two performances of two extracts from the text. They can work as a performer or designer in this component. Performance lengths will vary according to the size of the group. In this unit students can work individually, or in a group of up to 6. The time range is between 2 and 15 minutes, depending on the size of the group. Students must present at least one performance as part of a group. Students will be required to produce an accompanying concept document which outlines their intentions for the performance. 20 marks: Interpretation of the text and creating an intention for performance 40 marks: For the demonstration of the chosen theatrical skill in the final performances

COMPONENT 4 Exam assessment (40% of qualification)

SECTION A 50 MARKS

Students will be asked about preparing and performing a text. They will draw on the experience of studying a whole text during the course from a list set by the exam board. The questions will focus on the process of creating and developing a performance, working as a director, performer and designer, as well as the performance of a character from the text.

SECTION B 30 MARKS

This section asks the students to review a performance they have seen on their course. They will be primarily assessed on their ability to analyse and evaluate, but will also be marked on their accurate use of subject specific terminology

Key Stage 4 terminology

Acting Skills	Communication and Group Skills	Knowledge
Protagonist Denouement Duologue Monologue Proxemics Status Antagonist Dramatic irony Blocking	Communication Collaboration Co-operation Problem solving Leadership/direction Critical analysis Resilience Self-awareness creativity	Producer Writer Director Actor Lighting/set/costume designer Theatre in education Press/reviews/marketing Understand and articulate

Masking Soliloquy Upstaging		
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knowledge	skills
<p>Styles:</p> <ul style="list-style-type: none"> • Slapstick • Naturalistic • Theatre in Education • Physical Theatre • Musical • Tragedy • Comedy • Melodrama <p>Drama Techniques:</p> <ul style="list-style-type: none"> • Narration • Slow motion- marking the moment • Thought tracking • Still image • Flashback/flashforward • Soundscape • Cross cutting 	<p>Voice</p> <ol style="list-style-type: none"> 1. Clear tone- harsh, soft 2. Changes in pitch- high, low 3. Changes in pace- fast, slow 4. Use of pause- when thinking, create tension 5. Shows hidden meaning- do you mean what you say? <p>Movement</p> <ol style="list-style-type: none"> 1. Changes in facial expression 2. Clear hand gestures 3. Legs- Stance shows intention 4. Core- Back and Chest show status (power) 5. Clear difference between each emotion 6. Changes in pace <p>Rehearsal</p> <ol style="list-style-type: none"> 1. Given circumstance is clear 2. Clear beginning to the performance 3. Clear professional end to the performance 4. Specific decisions made about set 5. Intentions- is your work clear for the audience? 6. Confident sharing ideas <p>Characterisation</p> <ol style="list-style-type: none"> 1. Accent 2. Exaggerated facial expression 3. Stance 4. Gesture 5. Projection of voice 6. Over the top energy 7. Physicality links clearly to stock character played <p>Devising</p>

	<ol style="list-style-type: none"> 1. Spatial awareness 2. Use of safety rules at all times 3. Clear entrance and exit- the whole group looks at a character entering 4. Clear sequence of at least 4 stage fighting moves Set creates the 'world' of the scene
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Key Terms		Key Terms		Key Terms	
<i>advent 1</i>	<i>advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentacost 1</i>	<i>Pentacost2</i>
MONOLOGUE NATURALISM MIME CHARACTERISTICS CHARACTER OBJECTIVE NARRATION FORUM THEATRE CHORUS MAKING PERFORMING RESPONDING FACIAL EXPRESSIONS VOICE GESTURE STANCE REACTIONS MOVEMENT LEVELS VOICE PROJECTION	FREEZE FRAME FACIAL EXPRESSION VOICE CONTROL GESTURE MOVEMENT DEVISING LEVELS GENRE/STYLE REHEARSAL MONOLOGUE REALISM VOICE GESTURE STANCE REACTIONS MOVEMENT LEVELS VOICE PROJECTION	FREEZE FRAME FACIAL EXPRESSION VOICE CONTROL GESTURE MOVEMENT DEVISING LEVELS GENRE/STYLE REHEARSAL MONOLOGUE REALISM VOICE GESTURE STANCE REACTIONS MOVEMENT LEVELS VOICE PROJECTION	FREEZE FRAME FACIAL EXPRESSION VOICE CONTROL GESTURE MOVEMENT DEVISING LEVELS GENRE/STYLE REHEARSAL MONOLOGUE REALISM VOICE GESTURE STANCE REACTIONS MOVEMENT LEVELS VOICE PROJECTION	FREEZE FRAME FACIAL EXPRESSION VOICE CONTROL GESTURE MOVEMENT DEVISING LEVELS GENRE/STYLE REHEARSAL MONOLOGUE REALISM VOICE GESTURE STANCE REACTIONS MOVEMENT LEVELS VOICE PROJECTION	FREEZE FRAME FACIAL EXPRESSION VOICE CONTROL GESTURE MOVEMENT DEVISING LEVELS GENRE/STYLE REHEARSAL MONOLOGUE REALISM VOICE GESTURE STANCE REACTIONS MOVEMENT LEVELS VOICE PROJECTION



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Literacy/ Numeracy/ Cross-Curricular Links		Literacy/ Numeracy/ Cross-Curricular Links		Literacy/ Numeracy/ Cross-Curricular Links	
<i>advent</i> 1	<i>advent</i> 2	<i>Lent</i> 1	<i>Lent</i> 2	<i>Pentacost</i> 1	<i>Pentacost</i> 2
<p>Literacy Students presentation</p> <p>Numeracy Timing of performances ad presntations. Cross-Curricular Empathy Social historical contexts of performances/styles/prac titioners.</p>	<p>Literacy Students presentation</p> <p>Numeracy Timing of performances ad presntations. Cross-Curricular Empathy Social historical contexts of performances/styles/prac titioners.</p>	<p>Literacy Students presentation</p> <p>Numeracy Timing of performances ad presntations. Cross-Curricular Empathy Social historical contexts of performances/styles/ practitioners.</p>	<p>Literacy Students presentation</p> <p>Numeracy Timing of performances ad presntations. Cross-Curricular Empathy Social historical contexts of performances/styles/ practitioners.</p>	<p>Literacy Students presentation</p> <p>Numeracy Timing of performances ad presntations. Cross-Curricular Empathy Social historical contexts of performances/styles/p ractitioners.</p>	<p>Literacy Numeracy Cross- Curricular All revisited through revisionsessions.</p>
SMSC		British Value		RSHE	
<ul style="list-style-type: none"> ✓ <i>presentation skills (projects culminate in a performance for the class): awareness of audience, self-confidence Interpreting characters through vocal and physical skills. Creative collaboration (projects are based in small groups), encouraging a desire to create and explore ideas. Exploring theatre history & the idea that Art can educate & inform.</i> ✓ <i>The high expectations placed on the student from the school and department mean that pupils will regularly be made aware of the right and wrong morally; especially through theonline safety lessons.</i> ✓ <i>Pupils are expect to share the views morally on the differenttopics but also show respect and</i> 		<ul style="list-style-type: none"> ✓ <i>Students will be taught to fully appreciate other studentsviewpoints and the importance of being respectful when working in groups.</i> ✓ <i>Students will be taught the importance of selecting the most appropriate material and performance styles for any presentation tasks that they do.</i> ✓ <i>Students are taught how to contribute to life in modern Britainby learning about the history of theatre and performance.</i> ✓ <i>Students will learn how to display British Values in performance and group work.</i> 		<ul style="list-style-type: none"> ✓ <i>The students will be taught about how to be safe when working physically and in close proximity to others.</i> ✓ <i>The students will be made aware of appropriate and positive relationships and the sexual issues that may arise.</i> ✓ <i>The students will be regularly conversed on their physical andmental health when dealing with challenging topics and scripts.</i> 	

<p><i>appreciate others in the classroom.</i></p> <p>✓ <i>The majority of topics will give the students opportunity to develop their social skills, from presenting to working in group tasks.</i></p>		
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