



Long Term Mapping 2025- – 26 KS4 – Year 11 – 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



<u>Key Concepts - Advent</u>		<u>Key Concepts – Lent</u>		<u>Key Concepts - Pentecost</u>	
COMPONENT 1 & 2 PORTFOLIO COMPLETION COMPONENT 3 PRESENTING AND PERFORMING TEXT RESEARCH PRACTITIONERS REHEARSE AND ANALYSE A SCRIPTED PERFORMANCE		CONSOLIDATE LEARNING AND REVIEW COMPONENT 3		COMPONENT 3 & 4	
<u>NATIONAL CURRICULUM AND LEARNING AIMS</u>					
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	
Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
INTRODUCTION TO COMPONENT 3	REVIEW COMPONENTS 1 AND 2 MOCK BEGINS COMPONENT 3 INTRODUCTION TO COMPONENT 4	COMPLETE AND REVIEW COMPONENT 3 MOCK PREPARE FOR ACTUAL COMPONENT 3 ASSESSMENT	COMPONENT 3 IDEAS LOG SKILLS DEVELOPMENT PERFORMANCE EVALUATION	CONSOLIDATE COMPONENT 3 SUBMIT COMPONENT 3	N/A
HO Knowledge		HO Knowledge		HO Knowledge	

<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentecost 1</i>	<i>Pentecost 2</i>
<p>Develop understanding of how analysis and evaluate the creative journey the students have partaken in.</p> <p>Review process target setting for the mock</p> <p>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 performance of a character from the text.</p> <p>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.</p>	<p>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 understanding of practitioners' work and the processes and practices that contribute to a range of performance styles.</p>	<p>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.</p>	<p>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 performances.</p>	<p>COMPONENT 3 notes on the following:</p> <ul style="list-style-type: none"> -Concept Pro-forma -Performance -Evaluation of performance -Complete examination in controlled conditions conducted by visiting examiner. -Component 4 exam assessment. <p>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 performance of a character from the text.</p>	<p>N/A</p>



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Composite Skills		Composite Skills		Composite Skills	
Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Body Language	Body Language	Body Language	Body Language	Body Language	N/A
Gestures	Gestures	Gestures	Gestures	Gestures	
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	
Characterisation	Characterisation	Characterisation	Characterisation	Characterisation	
Collaborative Skills	Collaborative Skills	Collaborative Skills	Collaborative Skills	Collaborative Skills	
Expressive Skills	Expressive Skills	Expressive Skills	Expressive Skills	Expressive Skills	
Interpretive Skills	Interpretive Skills	Interpretive Skills	Interpretive Skills	Interpretive Skills	
Energy	Energy	Energy	Energy	Energy	
Focus	Focus	Focus	Focus	Focus	
Concentration	Concentration	Concentration	Concentration	Concentration	
Group Interaction	Group Interaction	Group Interaction	Group Interaction	Group Interaction	
Performance	Performance	Performance	Performance	Performance	
Interaction	Interaction	Interaction	Interaction	Interaction	
Research skills	Commitment	Commitment	Commitment	Commitment	
Presentation skills					



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Initial composition/ Deliberate Practice			Final composition/ Deliberate Practice			Final composition/ Deliberate Practice		
Advent 1	advent 2		Lent 1	Lent 2		Pentecost 1	Pentecost 2	
COMPLETE PLAN FOR MOCK COMPONENT 3. SUBMIT FINAL RESEARCH/PRESENTATION ON COMPONENT 1.	Perform COMPONENT 2 FINAL PERFORMANCE AND SUBMIT MILESTONE LOG ENTRIES AND AUDITS AND TARGET SETTING. PLAN AND PREPARE FOR MOCK C3.		COMPLETE PERFORMANCE AND EVALUATION OF C3 MOCK. REVIEW C1 AND C2 SUBMIT C1 AND C2 TO MODERATOR.	COMPLETE C3 1, 2 AND 3.		REVIEW AND SUBMIT C3 1-4.	N/A	
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
Assessment (Summative assessment. Synoptic Quiz)	Week starting 14-10-24	Week starting 25-11-24	Assessment (Summative assessment. Synoptic Quiz)	Week starting 20-1-25	Week starting 10-3-25	Assessment (Summative assessment. Synoptic Quiz)	Week starting 5-5-25	Week starting 30-6-25 (End of year assessment)
Feedback	Week starting 14-10-24	Week starting 9-12-24	Feedback	Week starting 3-2-25	Week starting 24-3-25	Feedback	Week starting 19-5-25	Week starting 7-7-25
GROUP WORK SELF EVALUATION AND TARGET SETTING C1 AND C2 REVIEW. C2 SCRIPTED PERFORMANCE C3 MOCK 1,2			GROUP WORK SELF EVALUATION AND TARGET SETTING FOR C3. REVIEW C1 AND C2 PRIOR TO MODERATION. COMPLETE C3 MOCK. START C3 1,2,3.			COMPLETE C3 1-4. SUBMIT EXAM C1,2		

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.
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COMPONENT 1/2

Students will create a devised performance in groups. They will be able to select a starting point from a range of stimulus 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 center. 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 Terms		Key Terms		Key Terms	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentecost 1</i>	<i>Pentecost 2</i>
MONOLOGUE NATURALISM MIME	FREEZE FRAME FACIAL EXPRESSION VOICE CONTROL	FREEZE FRAME FACIAL EXPRESSION VOICE CONTROL	FREEZE FRAME FACIAL EXPRESSION VOICE CONTROL	FREEZE FRAME FACIAL EXPRESSION VOICE CONTROL	FREEZE FRAME FACIAL EXPRESSION VOICE CONTROL

CHARACTERISTICS	GESTURE	GESTURE	GESTURE	GESTURE	GESTURE
CHARACTER OBJECTIVE	MOVEMENT	MOVEMENT	MOVEMENT	MOVEMENT	MOVEMENT
NARRATION	DEVISING	DEVISING	DEVISING	DEVISING	DEVISING
FORUM THEATRE	LEVELS	LEVELS	LEVELS	LEVELS	LEVELS
CHORUS	GENRE/STYLE	GENRE/STYLE	GENRE/STYLE	GENRE/STYLE	GENRE/STYLE
MAKING	REHEARSAL	REHEARSAL	REHEARSAL	REHEARSAL	REHEARSAL
PERFORMING	MONOLOGUE	MONOLOGUE	MONOLOGUE	MONOLOGUE	MONOLOGUE
RESPONDING	REALISM	REALISM	REALISM	REALISM	REALISM
FACIAL EXPRESSIONS	VOICE	VOICE	VOICE	VOICE	VOICE
VOICE	GESTURE	GESTURE	GESTURE	GESTURE	GESTURE
GESTURE	STANCE	STANCE	STANCE	STANCE	STANCE
STANCE	REACTIONS	REACTIONS	REACTIONS	REACTIONS	REACTIONS
REACTIONS	MOVEMENT	MOVEMENT	MOVEMENT	MOVEMENT	MOVEMENT
MOVEMENT	LEVELS	LEVELS	LEVELS	LEVELS	LEVELS
LEVELS	VOICE PROJECTION	VOICE PROJECTION	VOICE PROJECTION	VOICE PROJECTION	VOICE PROJECTION
VOICE PROJECTION					



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Literacy/ Numeracy/ Cross-Curricular Links		Literacy/ Numeracy/ Cross-Curricular Links		Literacy/ Numeracy/ Cross-Curricular Links	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentecost 1</i>	<i>Pentecost 2</i>
Literacy Students' presentation Numeracy Timing of performances and presentation. Cross-Curricular Empathy Social historical contexts of performances/styles/practitioners.	Literacy Students' presentation Numeracy Timing of performances and presentation. Cross-Curricular Empathy Social historical contexts of performances/styles/practitioners.	Literacy Students' presentation Numeracy Timing of performances and presentation. Cross-Curricular Empathy Social historical contexts of performances/styles/practitioners.	Literacy Students' presentation Numeracy Timing of performances and presentation. Cross-Curricular Empathy Social historical contexts of performances/styles/practitioners.	Literacy Students' presentation Numeracy Timing of performances and presentation. Cross-Curricular Empathy Social historical contexts of performances/styles/practitioners.	Literacy Numeracy Cross-Curricular All revisited through revision sessions.
SMSC		SMSC		SMSC	
Students are encouraged to have an open mind when observing work, allowing them to appreciate others' viewpoints that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views. Pupils are encouraged to communicate with each other in groups and as a class promoting social development. SOCIAL All year groups are given the opportunity to develop their critical and independent thoughts when discussing their own work and the work of others. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.		Students are encouraged to have an open mind when observing work, allowing them to appreciate others' viewpoints that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views. Pupils are encouraged to communicate with each other in groups and as a class promoting social development. SOCIAL All year groups are given the opportunity to develop their critical and independent thoughts when discussing their own work and the work of others. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.		Students are encouraged to have an open mind when observing work, allowing them to appreciate others' viewpoints that may challenge their own beliefs. They are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views. Pupils are encouraged to communicate with each other in groups and as a class promoting social development. SOCIAL All year groups are given the opportunity to develop their critical and independent thoughts when discussing their own work and the work of others. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.	

<p>MORAL</p> <p>Clear high expectations are given every lesson to students, so they understand the difference between right and wrong.</p> <p>SPIRITUAL</p> <p>All students' work is shared with the class group at some point to build confidence and develop group identity. Students' work is also celebrated throughout the school and displayed in many areas.</p> <p>CULTURAL</p> <p>Every term all year groups will research a selection of artists and art movements. Students will develop their cultural and social understanding when presenting relevant information.</p> <p>BRITISH VALUES</p> <p>Students research current British Artists and are encouraged to visit current exhibitions in Britain. Students develop an understanding of the way Art is valued in Britain and how their work can be appreciated by society, nationally and internationally.</p>	<p>MORAL</p> <p>Clear high expectations are given every lesson to students, so they understand the difference between right and wrong.</p> <p>SPIRITUAL</p> <p>All students' work is shared with the class group at some point to build confidence and develop group identity. Students' work is also celebrated throughout the school and displayed in many areas.</p> <p>CULTURAL</p> <p>Every term, all year groups will research a selection of artists and art movements. Students will develop their cultural and social understanding when presenting relevant information.</p> <p>BRITISH VALUES</p> <p>Students research current British Artists and are encouraged to visit current exhibitions in Britain. Students develop an understanding of the way Art is valued in Britain and how their work can be appreciated by society, nationally and internationally.</p>	<p>MORAL</p> <p>Clear high expectations are given every lesson to students, so they understand the difference between right and wrong.</p> <p>SPIRITUAL</p> <p>All students' work is shared with the class group at some point to build confidence and develop group identity. Students' work is also celebrated throughout the school and displayed in many areas.</p> <p>CULTURAL</p> <p>Every term, all year groups will research a selection of artists and art movements. Students will develop their cultural and social understanding when presenting relevant information.</p> <p>BRITISH VALUES</p> <p>Students research current British Artists and are encouraged to visit current exhibitions in Britain. Students develop an understanding of the way Art is valued in Britain and how their work can be appreciated by society, nationally and internationally.</p>
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Adaptive Curriculum Content		Adaptive Curriculum Content		Adaptive Curriculum Content	
<ul style="list-style-type: none">• Clear instructions on PowerPoint• Adapted handouts• Demo of practical tasks• Extra time given during RRR and mid-term assessments• Homework adapted• The end of topic assessment modified to reflect the topics covered by certain classes and ability levels.		<ul style="list-style-type: none">• Clear instructions on PowerPoint• Adapted handouts• Demo of practical tasks• Extra time given during RRR and mid-term assessments• Homework adapted• The end of topic assessment modified to reflect the topics covered by certain classes and ability levels.		<ul style="list-style-type: none">• Clear instructions on PowerPoint• Adapted handouts• Demo of practical tasks• Extra time given during RRR and mid-term assessments• Homework adapted• The end of topic assessment modified to reflect the topics covered by certain classes and ability levels.	
<div>Adaptive Implementation Practices</div> <div>Practices used during each unit of work</div>					
<div>Differentiated Instruction: Class instructions adapted to meet the needs of students by providing varied materials, activities, and assessments.</div>	<div>Scaffolded Instruction: Break down complex concepts into smaller, more manageable steps, providing additional support and guidance as students' progress through the material.</div>	<div>Formative Assessment: Use ongoing assessments, such as quizzes, discussions, and peer reviews, to continuously monitor student progress and provide timely feedback.</div>	<div>Pace: Time given to students to organise equipment and resources at their own pace.</div>		