



## KS3- Year 9 Long Term Mapping

### Expressive Arts - Drama

#### 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.

#### **Curriculum features**

The curriculum is structured based on the expectations for A Level Drama and Theatre as well as BTEC national qualifications; key concepts and skills required by the end of year 13 are fed down into schemes of work from Year 7 upwards. This is designed to raise expectations and standards from the start of Key Stage 3 and ensure that drama knowledge is being understood both practically and theoretically. A linear curriculum is in place at Key Stage 3. Year 7, 8 and 9 will all study a theatre style during Autumn



term, explore a text through performance during Spring term and put their skills into practice in Summer term devising theatre, through exploration of a social, historical and cultural topics. This linear structure allows students to return to key concepts throughout the key stage, but build on them to advance their knowledge further as the years progress.

<u><b>ADVENT- Key Concepts:</b></u>	<u><b>LENT- Key Concepts:</b></u>	<u><b>PENTECOST- Key Concepts:</b></u>
Departure Thought-tracking Setting Opening sequence Monologues Melodrama Performance Still image Evaluation	Soap opera Set text Stylised drama Marking the moment Improvisation Storyboarding Audience Performance Evaluation	Performance Stimuli Sequencing Character development Rehearsal Peer assessment Improvements Performance
<u><b>National Curriculum Coverage:</b></u>	<u><b>National Curriculum Coverage:</b></u>	<u><b>National Curriculum Coverage:</b></u>



<p>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.</p> <p>All children should learn through and about drama; describes drama as an artistic practice; and makes it clear that young people should be enabled to respond to theatre and performance. It is a first building block for teachers, drama and theatre professionals to base great teaching and learning on.</p>	<p>Pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.</p> <p>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.</p> <p><b>Explore in role (performing/responding)</b></p>	<p>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.</p> <p>All children should learn through and about drama; describes drama as an artistic practice; and makes it clear that young people should be enabled to respond to theatre and performance. It is a first building block for teachers, drama and theatre professionals to base great teaching and learning on.</p>
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<p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>		<p><b>Collaborate on scripts (responding)</b></p> <p><b>Spoken repertoire (making, performing, responding)</b></p> <p><b>Exploratory drama (responding)</b></p> <p><b>Evaluate presentations (Making, Performing, Responding)</b></p> <p><b>Respond to a play (Making, Performing, Responding)</b></p>		<p>Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>
<b><u>Components</u></b> <b><u>(Key Content):</u></b>	<b><u>HO Knowledge:</u></b>	<b><u>Components (Key Content/ Knowledge)</u></b>	<b><u>Components (Key Content/ Knowledge)</u></b>	
<b><u>Advent 1</u></b>		<b><u>Lent 1</u></b>	<b><u>Pentecost 1</u></b>	
To understand the use of vocal and physical skills appropriate to character and situation, giving	To demonstrate a range of highly developed vocal and physical skills appropriate to a	To understand how a demonstrate that drama includes a variety of genres and styles.  To understand how to develop drama for a specific	To understand how to create an improvisation of up to 15 minutes in length.  To understand how to enable all students to have a	



<p>consideration to pace, projection, timing and space.</p> <p>To understanding and be aware of the role that a stimulus can have in shaping a drama.</p> <p>To understand how to develop and sustain a variety of styles and forms of drama.</p> <p>To understand how drama can be created for a specific audience.</p>	<p><b>situation.</b></p> <p><b>To demonstrate a clear understanding the role that a stimulus has in shaping drama.</b></p> <p><b>To demonstrate and lead a variety of styles and forms in drama.</b></p> <p><b>To have a clear understanding of specific audiences.</b></p>	<p>audience.</p> <p>To understand how to increase confidence for performance.</p> <p>To understand how to develop improvisation skills.</p>	<p>role in a performance.</p> <p>To understand how to help others within a group setting to develop more confidence in performance.</p>
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<u>Advent 2</u>		<u>Lent 2</u>	<u>Pentecost 2</u>
<p>To understand how to developed and sustained a role appropriate to the situation and understood their character's relationship to others in the group.</p> <p>To understand how to responded creatively to a stimulus.</p> <p>To understand how to developed evaluation skills.</p> <p>To understand how to create a piece of drama for a specific audience.</p>	<p>To show a highly developed understanding of character relationships.</p> <p>To understand the importance of being confident when performing and be able to support others.</p> <p>To confidently create a performance and lead a group.</p>	<p>To understand how to create an appropriate role for the genre.</p> <p>To understand how to develop a piece of drama based on a television show.</p> <p>To understand the difference between theatre and film acting.</p> <p>To understand how to develop confidence for performance, especially in monologues and duologues.</p>	<p>To understand how to create a role.</p> <p>To understood how to create a performance.</p> <p>To understand how to develop a performance based on a topic.</p>





<u>Generic Composite Skills:</u>	<u>HO Composites:</u>	<u>Composite Skills:</u>	<u>Composite Skills:</u>
<p>To develop freeze frame skills. The creation of a still image. There is no sound or movement – it is like a photograph.</p> <p>To develop hot seating skills. To answer questions about themselves in role without preparation.</p> <p>Role play skills. To deliberately adopt the personality of someone different from yourself.</p>	<p>To demonstrate good freeze frame skills and to support others when creating a still image.</p> <p>To recognise an important moment independently and make it clear to the audience.</p> <p>To capture the audience's attention through skills and presence on a stage.</p> <p>To present excellent role play knowledge and skill.</p>	<p>Marking the moment skills. Highlighting an important moment in a drama to make it clear to the audience. It could be a significant moment for one of the characters, or for the plot. The moment can be marked in a number of ways, for example through sound, lighting, talking directly to the audience or freezing.</p> <p>Passing the focus skills. Moving the audience's attention from one character on the stage to another.</p> <p>To develop freeze frame.</p> <p>Stylised drama.</p> <p>Analysing a set text and understanding the playwright's intentions.</p>	<p>Thought-tracking skills. To say what their character is thinking at a particular moment in the drama. Their response should be spontaneous (unprepared).</p> <p>To develop hot seating skills. To answer questions about themselves in role without preparation.</p> <p>Role play skills. To deliberately adopt the personality of someone different from yourself.</p>





<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice</u>
<p>Inspire and challenge pupils, provide opportunities for students to make and understand drama, recognising it as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.</p> <p>Knowledge to be able to develop a range of theatrical skills and apply them to create performance.</p> <p>Think critically and develop a more rigorous understanding of drama.</p> <p>Reflect on and evaluate their own work and that of others.</p>	<p>Inspire and challenge pupils, provide opportunities for students to make and understand drama, recognising it as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.</p> <p>Knowledge to be able to develop a range of theatrical skills and apply them to create performance.</p> <p>Think critically and develop a more rigorous understanding of drama.</p> <p>Reflect on and evaluate their own work and that of others.</p>	<p>Inspire and challenge pupils, provide opportunities for students to make and understand drama, recognising it as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.</p> <p>Knowledge to be able to develop a range of theatrical skills and apply them to create performance.</p> <p>Think critically and develop a more rigorous understanding of drama.</p> <p>Reflect on and evaluate their own work and that of others.</p>





<b><u>Assessment/s (Formative and Summative):</u></b>			<b><u>Assessment/s (Formative and Summative):</u></b>			<b><u>Assessment/s (Formative and Summative):</u></b>		
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 18-11-24	Curriculum content (Ongoing formative assessments)	Week starting 13-1-25	Week starting 3-3-25	Curriculum content (Ongoing formative assessments)	Week starting 28-4-25	Week starting 16-6-25
	Week starting 21-10-24	Week starting 16-12-24		Week starting 10-2-25	Week starting 31-3-25		Week starting 12-5-25	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		Week starting 19-5-25	Week starting 7-7-25
<b><u>Key Terms:</u></b>	<b><u>Key Vocabulary:</u></b>		<b><u>Key Terms:</u></b>	<b><u>Key Vocabulary:</u></b>		<b><u>Key Terms:</u></b>	<b><u>Key Vocabulary:</u></b>	



<p>Explore and interpret ideas, issues and relationships in their drama work, and structure it using appropriate dramatic forms, eg documentary drama, and conventions such as the use of the aside.</p> <p>Use an increasing range of different drama techniques, effects and theatre conventions in the plays they present.</p> <p>Devise dramas in various forms, based on a range of challenging issues and themes.</p>	<p>Character Monologue Performance Rehearsal Self-evaluation Still image Thought-tracking. Abstract drama Forum theatre Improvisation Performance Rehearsal Role-on-the-wall Self-evaluation Spotlighting Still image Subtext Thought tunnel.</p>	<p>Relate, compare and contrast work with drama from other times and cultures.</p> <p>Give and accept suggestions and ideas during the rehearsal process.</p> <p>Make plays which employ symbolic representations or effects to communicate meaning</p> <p>Make good use of available technology to enhance and support productions.</p>	<p>Cliffhanger Climax Duologue Improvisation Marking the moment Monologue Peer assessment Self-evaluation Sequencing Soap opera Spotlighting Stereotype Storyboard.</p>	<p>Give and accept suggestions and ideas during the rehearsal process.</p> <p>Performing. Make good use of available technology to enhance and support their productions.</p> <p>Use correct terminology to describe their own work and begin to analyse how actors, technicians and directors have achieved specific effects or communicated ideas, emotions and feelings.</p>	<p>Hot seating Peer assessment Rehearsal Sequencing Thought-tracking. Character Monologue Performance Rehearsal Self-evaluation Still image Thought-tracking. Abstract drama Forum theatre Improvisation Performance Rehearsal</p>
<b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b>		<b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b>		<b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b>	



<b>Literacy</b> Keywords and scripts.	<b>Literacy</b> Keywords and scripts.	<b>Literacy</b> Keywords and scripts.
<b>Numeracy</b> Group work	<b>Numeracy</b> Numeracy skills when working in groups.	<b>Numeracy</b> Numeracy in group work.
<b>Cross-Curricular</b> PSHE- Communication and group work.	<b>Cross-Curricular</b> PSHE- Communication and group work.	<b>Cross-Curricular</b> PSHE- Communication and group work.
<p><b><u>SMSC/ BV/ RSHE:</u></b></p>	<p><b><u>SMSC/ BV/ RSHE:</u></b></p>	<p><b><u>SMSC/ BV/ RSHE:</u></b></p>
<p>Students are encouraged to have an open mind when observing work allowing them to appreciate others viewpoint 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.</p> <p>Pupils are encouraged to communicate with each other</p>	<p>Students are encouraged to have an open mind when observing work allowing them to appreciate others viewpoint 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.</p> <p>Pupils are encouraged to communicate with each other</p>	<p>Students are encouraged to have an open mind when observing work allowing them to appreciate others viewpoint 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.</p> <p>Pupils are encouraged to communicate with each other</p>



in groups and as a class promoting social development.	in groups and as a class promoting social development.	in groups and as a class promoting social development.
SOCIAL	SOCIAL	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.	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.	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.
MORAL	MORAL	MORAL
Clear high expectations are given every lesson to students so they understand the difference between right and wrong.	Clear high expectations are given every lesson to students so they understand the difference between right and wrong.	Clear high expectations are given every lesson to students so they understand the difference between right and wrong.
SPIRITUAL	SPIRITUAL	SPIRITUAL
All students work is shared with the class group at some point to build confidence and develop group identity.	All students work is shared with the class group at some point to build confidence and develop group identity.	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	Students work is also celebrated throughout the school	Students work is also celebrated throughout the school



<p>and displayed in many areas.</p> <p>CULTURAL</p> <p>Every term all year groups will research a selection of performers and plays. Students will develop their cultural and social understanding when presenting relevant information.</p> <p>BRITISH VALUES</p> <p>Students research current British performers and are encouraged to visit current performances in Britain. Students develop an understanding of the way drama is valued in Britain and how their work can be appreciated by society, nationally and internationally.</p>	<p>and displayed in many areas.</p> <p>CULTURAL</p> <p>Every term all year groups will research a selection of performers and plays. Students will develop their cultural and social understanding when presenting relevant information.</p> <p>BRITISH VALUES</p> <p>Students research current British performers and are encouraged to visit current performances in Britain. Students develop an understanding of the way drama is valued in Britain and how their work can be appreciated by society, nationally and internationally.</p>	<p>and displayed in many areas.</p> <p>CULTURAL</p> <p>Every term all year groups will research a selection of performers and plays. Students will develop their cultural and social understanding when presenting relevant information.</p> <p>BRITISH VALUES</p> <p>Students research current British performers and are encouraged to visit current performances in Britain. Students develop an understanding of the way drama is valued in Britain and how their work can be appreciated by society, nationally and internationally.</p>
Adaptive Curriculum Content	Adaptive Curriculum Content	Adaptive Curriculum Content
<ul style="list-style-type: none"> <li>• Clear instructions on PowerPoint</li> <li>• Adapted handouts</li> <li>• Demo of practical tasks</li> <li>• Extra time given during RRR and mid-term assessments</li> <li>• Homework adapted</li> <li>• The end of topic assessment modified to reflect the topics covered by certain classes and ability levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear instructions on PowerPoint</li> <li>• Adapted handouts</li> <li>• Demo of practical tasks</li> <li>• Extra time given during RRR and mid-term assessments</li> <li>• Homework adapted</li> <li>• The end of topic assessment modified to reflect the topics covered by certain classes and ability levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear instructions on PowerPoint</li> <li>• Adapted handouts</li> <li>• Demo of practical tasks</li> <li>• Extra time given during RRR and mid-term assessments</li> <li>• Homework adapted</li> <li>• The end of topic assessment modified to reflect the topics covered by certain classes and ability levels.</li> </ul>



<b>Adaptive Implementation Practices</b> Practices used during each unit of work		
<b>Differentiated Instruction:</b> Class instructions adapted to meet the needs of students by providing varied materials, activities, and assessments.	<b>Scaffolded Instruction:</b> Break down complex concepts into smaller, more manageable steps, providing additional support and guidance as students' progress through the material.	<b>Formative Assessment:</b> Use ongoing assessments, such as quizzes, discussions, and peer reviews, to continuously monitor student progress and provide timely feedback.
		<b>Pace:</b> Time given to students to organise equipment and resources at their own pace.



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Department Planning 2024-25



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