# Performing Arts

# Scheme of work

# (120 GLH)

## Introduction

This outline scheme of work (SOW) is to offer a perspective of how to deliver the Cambridge Technicals in Performing Arts. There are many alternatives methods and structures that could be used and therefore it is important to explore different methods of delivering the specification, considering different approaches depending on staffing and expertise within your centre and the resources you have available.

Consideration of how the **theoretical content** of the specification can be covered is best delivered in different ways, through:

* A variety of different teacher resources
* Stimulate discussions
* Group work
* Learner activities
* Variety of questions relating to all the different topics

Aiming for quality communication and professional standards of work will help to establish the connections between this qualification and real world practice.

# Overview of Allocation of GLH per Topic

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| Year 1 (60 GLH)Based on 3 hours per week | Exploring Stimulus – Case studies, examples, exploring ideas through group work, refine and develop ideas, | 21 GLH |
|  | Developing skills and Techniques for performance, | 9 GLH |
|  | Mini group project - creative intentions, considering alternative ideas and evaluation. | 30 GLH |
| Year 2 (60 GLH) | Incorporating knowledge of context and techniques into performance to communicate creative intentions, improvement and development of skills.Teacher guided – mock project in response to the Sample Material. Student Log Book evidencing exploration of stimulus, process, development and evaluation. | 30 GLH |
|  | 8 weeks preparation time in response to pre-release exam paper | 24 GLH  |
|  | 2 weeks assessment phase | 6 GLH |

# Scheme of Work in Detail

| **Week/ Lesson** | **Learning outcomes and topics** | **Unit content to be covered, activities, links to useful resources** |
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| **Performing Arts Unit 33: Original Performance** |
| **Year 1** | * LO1 – Be able to explore a performance stimulus.
* LO2 – Be able to develop skills and techniques for performance.
* LO3 – Be able to apply skills and techniques in performance.
* LO4 – Be able to evaluate the performance process and outcomes.

(for more detail on the teaching content please see the [delivery guide](https://www.ocr.org.uk/Images/323974-original-performance.pdf)). | * Exploring Stimulus – Case studies, examples, exploring different stimuli, creating ideas through group work, refine and develop ideas, exploring different themes and stylistic conventions.
* Developing skills and Techniques for performance,
* Mini group project - creative intentions, considering alternative ideas and evaluation.
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| Week 1 | LO1 – Be able to explore a performance stimulus* Exploring Stimulus
 | * Introduction to ‘what is a stimulus?’ (10mins).
* Warm – up game: using a prop in many ways ‘This is not a broom, it’s a karaoke microphone’ to which each student’s acts out using the prop.(10mins)
* Small group activity: students choose a prop from a box and must use it in many different ways (like the game played previously), then develop this into a tableaux, then adding thought-tracking, then developing into a 60 second scene. Watch & Discuss as a class. (50mins)
* Discussion: Reaction to ideas.
* Small group activity: Further development of their chosen prop, mind map and discuss ideas. Develop into performance (80mins). Ensure students are focusing on the main vocal and physical skills.
* Perform and discuss process and outcomes. (30mins)
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| Week 2 | LO1 – Be able to explore a performance stimulus* Types of Stimulus
* How to devise
 | * Teacher-led Discussion – what are the different types of stimulus, lead them through different types with examples to ensure they have explored all. (e.g. – object, image, phrase/quote, poem/article, music). (20mins).
* Group Activity - using examples of different stimulus (Example Resource - [Exploring different types of stimulus](https://www.bbc.co.uk/bitesize/guides/z34mvcw/revision/10)) students write down their immediate responses to what they see/hear/read. Discuss and develop ideas. (20 mins). Share and compare different group’s thoughts and begin to discuss performance ideas (20 mins).
* Group practical work – students take one of the stimulus and map out a plot, characters and main themes either on paper or in a practical way through improvisation. Example Resource: [Devising Help Sheet](https://www.immanuelcollege.net/wp-content/uploads/2018/03/Year-9-Drama-Learn-sheet-3-Stimuli.pdf). (40mins).
* Perform and discuss process and outcomes. (40mins)
* Independent task – After watching each group student write about one their performances commenting on how the stimulus w­as used, developed and what were the main themes they were trying to portray. (30mins).
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| Week 3 | LO1 – Be able to explore a performance stimulus* 1st Case study – Watch and Learn
 | * Independent research – Students research a piece of repertoire that is based on a stimulus, case study e.g. ‘West Side Story’ or other example. Aim: to show knowledge and understanding of how the stimulus has contributed to the repertoire. (60mins)
* Student Presentation – Students present their findings. (30mins)
* Teacher – Led Discussion – What are the main themes in Romeo & Juliet/West Side story. Decide as a class. (20mins)
* Group practical work - Students create a small performance using music & movement (for example) which communicates the main themes. Student’s must be creative and inventive with their ideas.(40mins).
* Perform and discuss process and outcomes. (30mins)\*

\* It is advised to use a camera throughout practical workshops and performance so students can watch back and analyse process and performance work at different stages through-out the unit. |
| Week 4 | LO1 – Be able to explore a performance stimulusLO2 – Be able to develop skills and techniques for performance. * Devising from a specific stimulus - Picture
 | * Guided practical workshop – Use the Example Resource: [OCR GCSE DRAMA Topic Exploration Pack](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=2ahUKEwiK6Oqt1JHkAhWvUxUIHcifCrQQFjABegQIABAC&url=http%3A%2F%2Fwww.ocr.org.uk%2FImages%2F336733-devising-from-a-stimulus-a-photograph-topic-exploration-pack.doc&usg=AOvVaw2aNfqkBIPwnkQHtgWTWg0t) to guide students through how use the stimulus.
* Activity 1 – Students use an image and really question each other to create a back story to the picture, then show this using freeze frame and thought tracking techniques\*. (60mins)
* Activity 2 - This resource is very good in guiding them through a back story then applying certain drama techniques such as flash back, cross cutting, role on the wall etc.– to help them communicate themes/story and characters. (60 mins)
* Activity 3 – This is where students now need to add depth to their ideas. The warmup in this activity can also be linked to introducing practitioner techniques e.g. Brecht and 3rd person narration or other practitioners they have looked at. (60 mins)

\* Teachers may want to include other techniques for other disciplines – dance and music depending on strengths and interests of the group. |
| Week 5 | LO1 – Be able to explore a performance stimulus.LO2 – Be able to develop skills and techniques for performanceLO3 – Be able to apply skills and techniques in performance* Specific stimulus – Picture, refine and develop using a director.
 | * Warm up – physical warm up or team game also discussing the health and safety aspects and importance of warming up. (15mins)
* Teacher Led discussion – test students’ knowledge and understanding of the techniques explored last week. (15mins)
* Group practical task warm up - Choose a director – small task getting the director to lead the group in a stage of freeze frames where he tells them where to move to show the beginning, middle and end of the story. These freeze frames could help them develop it into 3 scenes. (30mins)
* The director must choose one angle and help the actor’s show that, refine and develop ideas. Keep a log of decisions and choices, techniques used to portray intentions. (60mins)
* Student led discussion - What happened when one person directed the group?­­ The director/choreographer of each group justifies their intentions and explains their directorial intentions. (30 mins)
* Students task – complete a skills audit (for one or all three disciplines) helping students analyse their skill level and which skills they have been using so far. This could be a homework task. (30mins).
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| Week 6 | LO1 – Be able to explore a performance stimulus* 2st Case study – Watch and Learn
 | ‘Cornwall is our physical and spiritual home. We draw inspiration from the landscapes, history, people and culture.’ [Knee High Theatre Company](https://www.kneehigh.co.uk/about/history/)* Independent research – Students research a piece of repertoire that is based on a stimulus, case study e.g. ‘Grimm Tales’ by Knee High Example Resource: [Hansel & Gretel script](https://www.amazon.co.uk/Hansel-Gretel-Oberon-Plays-People/dp/1849430578) . Aim: to show knowledge and understanding of how the stimulus has contributed to the repertoire. (60mins)
* Student Presentation – Students present their findings. (30mins)
* Teacher – Led Discussion – What are the main themes in the Hansel & Gretel story. Decide as a class. (20mins)
* Group practical work - Students create a small performance using music & movement (for example) which communicates the main themes. Student’s must be creative and inventive with their ideas.(40mins).
* Perform and discuss process and outcomes. (30mins)
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| Week 7 | LO1 – Be able to explore a performance stimulus.LO2 – Be able to develop skills and techniques for performance* Development process
* Exploring other variables – audience, venues, styles
 | * Warm up game – word association types of venue or staging, moving around the room teacher reads out a description and students run to the area they think fits the name. (15mins)
* Teacher led discussion – types of venues or ideas for staging. Using the venues in the warmup game students start to describe their ideas for how they could change the staging of the devised pieces they’ve created so far e.g. hansel and Gretel ‘in the round’. At this point teachers can also start to link styles and target audiences e.g. TIE or a particular choreographic style e.g. Martha Graham into the discussions. (15mins)
* Different examples here might help start their investigations. Example resource: [theatre staging](http://www.theatrestrust.org.uk/discover-theatres/theatre-faqs/170-what-are-the-types-of-theatre-stages-and-auditoria)
* Group discussion - They sketch out / mind map ideas of how they could change the staging of the devised pieces they’ve created so far on large paper as a group. (30mins)
* Group research – students research, discuss and plan the ideas of staging/venues/audience focus/styles ensuring they include health and safety issues (60mins).
* discussing the health and safety aspects
* Students Present discuss the positives and negatives of different groups choices. (60mins)
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| Week 8 | LO1 – Be able to explore a performance stimulus.LO2 – Be able to develop skills and techniques for performance* Specific stimulus – Music/words/object (other)
 | * Warm up – physical warm up or team game also discussing the health and safety aspects and importance of warming up. (15mins)
* Group independent task - Students are given a second stimulus e.g. a shoebox of belongings (diary, travel pass, woolly hat, disposable camera etc.), Again they are guided though 3 sessions to help them develop and create ideas.

Activity 1 – Students share initial ideas, try out through improvisation, ensure they are listening and sharing ideas, Activity 2 – develop a back story and character profiles, Activity 3 – add depth – staging, styles practitioner techniques.* Teachers should ensure students use different techniques – perhaps introduce new techniques to develop their skill set / repertoire – conscience alley, physical theatre, hot seating to help them develop ideas.
* Give students a diary/log template to work from which helps them log the process and decisions as they go to help with a piece of written work they will do later. (3 hours).
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| Week 9 | LO1 – Be able to explore a performance stimulus.LO2 – Be able to develop skills and techniques for performance* Specific stimulus – Music/words (other), refine and develop.
* Peer feedback/critique.
 | * Warm up – physical warm up or team game also discussing the health and safety aspects and importance of warming up. (15mins)
* Teacher Led discussion – test students’ knowledge and understanding of the techniques explored last week. (15mins)
* Group practical task – student develop last week’s ideas and prepare to show the other group or tutor. (30mins)
* Peer Critique - This time students critique the other group(s) performances with focus on the impact it had, what they thought the intentions were of the group, who are the target audience etc. Feedback and discuss the critiques with the intention student take this back to their practical workshop and continue to develop performance material through practical exploration. (60mins)
* Student led discussion - What happened with the peer feedback when the group returned to work on the performance work? What influence did it have? Were intentions communicated? Were changes made? Etc. (30 mins)
* Student task – written task understanding the value and benefit to taking on board audience feedback and reaction. (30mins).
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| Week 10 | LO1 – Be able to explore a performance stimulusLO2 – Be able to develop skills and techniques for performance* Reflection – process, development, outcomes
 | * Independent task – students reflect on the workshops they have taken part in so far. There could be a template for this or students could be given questions as a prompt, but it should be a chance for students to think about the following:
* How did they react to the different stimulus? What have they learnt? What skills have they used /developed – perhaps refer to the skills audit? How did they work as a group? What were the effective group working practices (discussion, brainstorming, mind mapping, noting and notation of action, staging, dialogue)? What was the individual contribution? Etc. (120 mins)
* Watch back any performance or practical workshop recordings. (30mins)
* Teacher led discussion – with the written report from the students and the recordings what targets can be set to improve the process, development or outcome. (30mins)
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| Week 11 | LO1 – Be able to explore a performance stimulus* Mini Project – ‘Keep Out’
 | * Warmup – students create a rota for warm up games and activities, physical warm up discussing the health and safety aspects they must apply independently each week. ( They could also be set this task for homework to prepare a warmup/game) (15mins)
* Teacher led discussion - students are introduced to a new mini project, the stimulus is ‘Keep Out’, they have 7 weeks to work on. Share the [sample assessment material](https://www.ocr.org.uk/Images/323977-original-performance.pdf) from pg.3 to guide them through the restrictions, timings and assessment criteria for this unit which they should try to adhere to during the mini project. Set deadlines, expectations and outcomes. (30 mins)
* Group independent task – Students begin to share ideas and develop them through a practical workshop ensuring they keep notes/mind map/list initial progress. (120mins)
* Teacher led discussion – feedback from each group including student independent homework task to research initial ideas further to contribute to the group next time.(15mins)
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| Week 12 | LO1 – Be able to explore a performance stimulusLO2 – Be able to develop skills and techniques for performance* Initial response to stimulus
* How to log/evidence process
 | * Teacher led discussion - Give students a diary/log template or they can create their own to work from which helps them log the process and decisions as they go. (Google classroom or similar works well for this so the teacher can see the progress). (30mins)
* Ensure they are given opportunity to evidence the following: ideas, selection and rejection, responding to other ideas, creative intentions, research and exploration. Development of skills and techniques developed through the process, influences and intentions. Reviewing, evaluating, responding to feedback, areas for improvement and self-development.
* Group independent task – Students begin to share ideas and develop them through a practical workshop ensuring they keep notes/mind map/list initial progress. (120mins)
* Individual task – students start to log /evidence the process. (30mins) continue for homework.
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| Week 13 | LO1 – Be able to explore a performance stimulusLO2 – Be able to develop skills and techniques for performance* Research and influences.
 | * Student group discussion – Student work in groups to choose areas they need to research in more detail – this could be practitioners, themes, historical cultural links, performance techniques, devices – anything of interest that has come up so far. Teachers could also guide them during these discussions to help them look at particular areas. They should be working as a group and distributing areas to research. (60mins)
* Independent research – students research areas above then feedback to their group.(60mins)
* Group practical work – students begin to include the research and influence and give more depth to their performance work.(60 mins)
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| Week 14 | LO1 – Be able to explore a performance stimulusLO2 – Be able to develop skills and techniques for performance* Exploration of stimulus with teacher led workshops
 | * Warm up – physical warm up or team game led by the students ensuring health and safety is adhered to. (15mins)
* Group practical work – students continue to work on the stimulus from the mini project exploring and creating though practical work. They should be encouraged to draw from working methods they have experienced and practitioners work the have been influenced by. (60 mins)
* Teachers should lead workshops and direction where appropriate to ensure students are being exposed to practitioners, repertoire, themes, staging to broaden their knowledge and understanding as they go. (60mins)
* Student led presentations: student’s feedback research areas they have been investigating to help broaden and deepen their performance work. (45mins)
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| Week 15 | LO1 – Be able to explore a performance stimulus* Production meeting – roles and responsibilities.
 | * Teacher led discussion – the teacher outlines the main roles and responsibilities that underpin a performance – the production team. The students are given a list and they mist assign the roles of the group and hold their first production meeting. This should also start to help them refine staging, technical aspects, props, costumes, sfx, music, lighting etc.(30mins) Example resource: [Production roles](https://commons.pacificu.edu/cgi/viewcontent.cgi?article=1002&context=pup)
* Production meeting – students distribute roles and responsibilities; students create and discuss on the agenda the aspects of their performance complete with minutes and actions for next time. Ensure students cover all roles of H&S and the action to be completed is realistic and achievable. (60mins)
* Help students create a rehearsal schedule/Timeline before their mock performance to encouraging independent rehearsal time out of the GLH.(30mins)
* Group practical work – students continue to work on the stimulus from the mini project exploring and creating though practical work. (30 mins)
* Individual task – students continue to log /evidence the process. (30mins) continue for homework.
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| Weeks 16 - 17 | LO1 – Be able to explore a performance stimulusLO2 – Be able to develop skills and techniques for performanceLO3 – Be able to apply skills and techniques in performance* What makes a performance original? Development of practical piece and application of research
 | * Warm up – physical warm up or team game led by the students ensuring health and safety is adhered to. (15mins)
* Group practical work – students continue to shape and develop their performance through practical work. They should be encouraged to draw from working methods they have experienced and practitioners work the have been influenced by. (60 mins)
* Regular teacher let intervention – direction and workshops, to ensure students include styles and techniques from other practitioners to expand their knowledge and understanding of specific areas. (45mins)
* Teacher led discussion - What makes your performance ORGINAL? Research/Case study of other examples of professional companies that create original performances from a stimulus. E.g. DV8, Altru Drama – this could also be an opportunity for a theatre visit/talk or workshop from real actors/directors to inspire and help students. Example Resource: [Theatre in Education Companies](https://www.groupiaschooltrips.com/staffroom/2017/11/23/27-best-theatre-in-education-companies/) (30mins)
* Individual task – students research some of the companies from above to get a better understanding of the relevance a stimulus can have on performance work in the real industry.
* Individual task – students continue to log /evidence the process. (30mins) continue for homework.
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| Week 18 | LO1 – Be able to explore a performance stimulusLO2 – Be able to develop skills and techniques for performanceLO3 – Be able to apply skills and techniques in performance* Final performance preparations and rehearsals
 | * Warm up – physical warm up or team game led by the students ensuring health and safety is adhered to. (15mins)
* Group practical work – final work on the piece they have developed so far through practical work. They should be encouraged to refine and polish the final performance piece ensuring it is approximately 10-15 minutes long.
* Regular teacher let intervention – direction and workshops, to ensure students are prepared and confident for their mock performance assessment. (120mins).
* Teacher led discussion – final technical aspects ensuring sound and lighting technicians are aware
* Individual task – students continue to log /evidence the process. (30mins) continue for homework.
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| Week 19 | LO1 – Be able to explore a performance stimulusLO2 – Be able to develop skills and techniques for performanceLO3 – Be able to apply skills and techniques in performance* Mini project assessment performance
 | * Warm up – physical warm up or team game led by the students ensuring health and safety is adhered to. (15mins)
* Group practical performance – Mini project assessment performance, students are encouraged to perform to a professional standard, in front of a live audience and video recorded.
* Teacher led feedback – Group and individual feedback should be given both verbally and written to help students set targets for improvement into year 2. Teachers could refer to the sample assessment [specimen mark scheme](https://www.ocr.org.uk/Images/323977-original-performance.pdf) in their feedback. (165 mins)
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| Week 20 | * LO1 – Be able to explore a performance stimulus
* LO2 – Be able to develop skills and techniques for performance.
* LO3 – Be able to apply skills and techniques in performance.
* LO4 – Be able to evaluate the performance process and outcomes.
* Feedback and Evaluation process
 | * Teacher led discussion – outline of LO4 (see 4.1 – 4.4 of [teacher content](https://www.ocr.org.uk/Images/323974-original-performance.pdf)) – teachers ensure the students understand the value of logging the performance process and how to use that along with feedback to help reflect on if creative intentions were achieved and analysis of self-development. (15mins)
* Teacher led discussion – teachers give feedback on the mini task performance assessment. This could be verbally or a written report, in groups or individually ensure some detailed feedback on student skill development is given. (30 mins)
* Independent Group task – students watch the recordings back of the mini project and discuss teacher feedback, audience response, strengths and weakness (including technical aspects) and areas for development. (60mins) Students then present their group discussions to the teacher and other groups. (30mins).
* Individual task – students write a report approx.. 1500 words summarising the exploration, development and evaluation of the mini project. (this could be completed over the holiday), they should refer to the log and video evidence. (45mins).
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| **Week/ Lesson** | **Learning outcomes and topics** | **Unit content to be covered, activities, links to useful resources** |
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| **Performing Arts Unit 33: Original Performance** |
| **Year 2** | * LO1 – Be able to explore a performance stimulus
* LO2 – Be able to develop skills and techniques for performance.
* LO3 – Be able to apply skills and techniques in performance.
* LO4 – Be able to evaluate the performance process and outcomes.
 | * Incorporating knowledge of context and techniques into performance to communicate creative intentions, improvement and development of skills.
* Teacher guided – mock project in response to the Sample Pre Release Material. Student Log Book evidencing exploration of stimulus, process, development and evaluation.
* Mock performance and written account under mock controlled conditions.
* Real exam - 8 weeks preparation time in response to pre-release exam paper.
* 2 weeks assessment phase
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| Week 1 | LO1 – Be able to explore a performance stimulus* New mock ‘original performance’ in response to the SAM pre release stimulus.
 | * Warm up – physical warm up or team game especially focusing on reaction and being creative on the spot. (15mins)
* Teacher led discussion – outlining the main aims of the 60 GLH to be completed. Remind students of feedback last year and progress they have already made. (15mins).
* Student group activity – in groups they mind map ‘approaching a new original performance what would we do differently this time?’ Feedback to teacher and class with discussion. Set targets to help them take into new project. (60mins).
* Students are give the [SAM – pre-release](https://www.ocr.org.uk/Images/323977-original-performance.pdf) and taken through that they will be guided by teacher but must work independently to allow them to experience the process of the real exam. (15 mins).
* Group independent task – Students begin to share ideas and develop them through a practical workshop ensuring they keep notes/mind map/list initial progress. (60mins)
* Teacher led discussion – feedback from each group on ignition ideas (this will inform the teacher about practitioners/styles/techniques/devices to workshop next week). (15mins)
* Student independent homework task to research initial ideas further to contribute to the group next time.
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| Week 2 | LO1 – Be able to explore a performance stimulus* Specific Topics
 | The following 8 week mock process is similar to the mini project but teachers should be more of a guidancerole to prepare the students for the controlled preparation time.* Teacher led discussion – Students start a new diary/log template or they can create their own to work from which helps them log the process and decisions as they go. (Google classroom or similar works well for this so the teacher can see the progress). (30mins)
* Ensure they are given opportunity to evidence the following: ideas, selection and rejection, responding to others ideas, creative intentions, research and exploration. Development of skills and techniques developed through the process, influences and intentions. Reviewing, evaluating, and responding to feedback, areas for improvement and self-development.
* Group independent task – Students begin to share ideas and develop them through a practical workshop ensuring they keep notes/mind map/list initial progress. (120mins)
* Individual task – students start to log /evidence the process. (30mins) continue for homework.
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| Week 3 | LO1 – Be able to explore a performance stimulusLO2 – Be able to develop skills and techniques for performance. LO3 – Be able to apply skills and techniques in performance.* Research and influences
 | * Student group discussion – Student work in groups to choose areas they need to research in more detail – this could be practitioners, themes, historical cultural links, performance techniques, devices – anything of interest that has come up so far. Teachers could also guide them during these discussions to help them look at particular areas. They should be working as a group and distributing areas to research. (60mins)
* Independent research – students research areas above then feedback to their group.(60mins)
* Group practical work – students begin to include the research and influence and give more depth to their performance work. Here teachers would use their knowledge and expertise to teach the student’s techniques and styles that they could apply. (60 mins)
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| Week 4 | LO1 – Be able to explore a performance stimulusLO2 – Be able to develop skills and techniques for performance. LO3 – Be able to apply skills and techniques in performance.* Exploration of stimulus with teacher led workshops
 | * Warm up – physical warm up or team game led by the students ensuring health and safety is adhered to. (15mins)
* Group practical work – students continue to shape and develop their performance through practical work. They should be encouraged to draw from working methods they have experienced and practitioners work the have been influenced by. (60 mins)
* Regular teacher let intervention – direction and workshops, to ensure students include styles and techniques from other practitioners to expand their knowledge and understanding of specific areas. (90 mins)
* Individual task – students continue to log /evidence the process. (30mins) continue for homework.
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| Week 5 | LO1 – Be able to explore a performance stimulusLO2 – Be able to develop skills and techniques for performance. LO3 – Be able to apply skills and techniques in performance.* Production meeting – roles and responsibilities.
 | * Production meeting – roles and responsibilities.
* See week 15 year 1
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| Week 6 | LO1 – Be able to explore a performance stimulusLO2 – Be able to develop skills and techniques for performance. LO3 – Be able to apply skills and techniques in performance.LO4 – Be able to evaluate the performance process and outcomes.* What makes a performance original? Development of practical piece and application of research
 | * Warm up – physical warm up or team game led by the students ensuring health and safety is adhered to. (15mins)
* Group practical work – students continue to shape and develop their performance through practical work. They should be encouraged to draw from working methods they have experienced and practitioners work they have been influenced by. (60 mins)
* Regular teacher let intervention – direction and workshops, to ensure students include styles and techniques from other practitioners to expand their knowledge and understanding of specific areas. (45mins)
* Teacher led discussion - What makes your performance ORGINAL? Recap the companies already researched in year 1 – introduce other company’s or repertoire, this is a good opportunity to link to other units on the course. (30mins)
* Individual task – students research more original drama companies and make notes on ideas/techniques/approaches they could apply to their performance work. (30mins) continue for homework.
* Individual task – students continue to log /evidence the process - continue for homework.
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| Weeks 7 - 8 | LO1 – Be able to explore a performance stimulusLO2 – Be able to develop skills and techniques for performance. LO3 – Be able to apply skills and techniques in performance.LO4 – Be able to evaluate the performance process and outcomes.* Final performance preparations and rehearsals
 | * Warm up – physical warm up or team game led by the students ensuring health and safety is adhered to. (15mins)
* Group practical work – final work on the piece they have developed so far through practical work. They should be encouraged to refine and polish the final performance piece ensuring it adheres to the restrictions in the pre-release. (60mins)
* Regular teacher let intervention – direction and workshops, to ensure students are prepared and confident for their mock performance assessment. Teacher led feedback – Group and individual feedback should be given both verbally and written to help students set targets for improvement in these last two weeks of preparation time. Teachers could refer to the sample assessment [specimen mark scheme](https://www.ocr.org.uk/Images/323977-original-performance.pdf) in their feedback (120mins).
* Teacher led discussion – final technical aspects ensuring sound and lighting technicians are aware of technical detail. (30mins)
* Individual task – students continue to log /evidence the process. (30mins) continue for homework.
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| Week 9 | LO1 – Be able to explore a performance stimulusLO2 – Be able to develop skills and techniques for performance. LO3 – Be able to apply skills and techniques in performance.LO4 – Be able to evaluate the performance process and outcomes.* What makes a performance original? Development of practical piece and application of research
 | * Warm up – physical warm up or team game led by the students ensuring health and safety is adhered to. (15mins)
* Group practical performance – SAM pre-release assessment performance, students perform to a professional standard, in front of a live audience and video recorded.
* Teacher led feedback – Group and individual feedback should be given both verbally and written to help students set targets for improvement into year 2. Teachers could refer to the sample assessment [specimen mark scheme](https://www.ocr.org.uk/Images/323977-original-performance.pdf) in their feedback. (165 mins)
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| Week 10 | LO1 – Be able to explore a performance stimulusLO2 – Be able to develop skills and techniques for performance. LO3 – Be able to apply skills and techniques in performance.LO4 – Be able to evaluate the performance process and outcomes.* Feedback and evaluation
 | * Independent Group task – student’s watch the recordings back of the mini project and discuss teacher feedback, audience response, strengths and weakness (including technical aspects) and areas for development. (60mins)
* Individual task – students write a report approx.. 1500 - 2000 words summarising the exploration, development and evaluation of the SAM pre-release, they should refer to the log and video evidence as put in their 4 sides of A4. It is advised they are given controlled time to complete this written work (120 mins).

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| Weeks 11-18 |  | 8 weeks preparation time – please see the [assessment guidance](https://www.ocr.org.uk/Images/323974-original-performance.pdf).Students work under controlled conditions in response to the pre-release material. |
| Week 19 |  | Assessment Phase: 2 week controlled time assessment - During the assessment window, centres will need to conduct the assessment in accordance with JCQ Instructions for Conducting Examinations (<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/instructions-for-conducting-examinations-2015-2016>). |
| Week 20 |  | 2 week controlled time assessment – continued. |



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