New Line Learning Academy
Believe and Achieve

Drama Intent	Year 10

*The Performing Arts department aims to deliver outstanding lessons that promote confidence, creativity, teamwork, and communication skills. We pride ourselves on promoting the school's ethos of **'Believe and Achieve'** and aim to develop pupils' resilience. As well as focusing on these key life skills, pupils will also develop specialised skills within each discipline of dance, drama, and music. These skills are mastered through a personalised learning approach for all pupils and the wide range of performance opportunities the department has to offer.*

The Drama department aims to deliver a curriculum that enables pupils to experience a wide range of theatrical styles, genres, and practitioners while exploring their links to society and culture. Pupils develop their performance and creative skills through acting, devising, script work are encouraged to develop confidence, creativity, communication, and teamwork through practical and collaborative activities. Pupils are encouraged to participate in extracurricular opportunities, including drama clubs, school productions, and performance events, to extend their learning beyond the classroom. These experiences help to develop leadership, resilience, and a passion for the performing arts. The curriculum is designed to prepare and inspire students to access Key Stage 4 Drama courses, additional performing arts qualifications, and post-16 pathways in Drama and the Performing Arts.

Term 1 and Term 2
Topic/Theme/Enquiry

Component 1- Exploring the performing Arts

Big Picture
What are the main ideas and big questions in this topic?

In Component 1, students develop an understanding of how professional performance work is created, developed and communicated to an audience. They will explore the work of the theatre company Frantic Assembly and study the play *Lovesong*, considering how the company's physical theatre style, movement techniques and creative choices are used to communicate character, relationships, themes and emotion. Students will investigate how elements such as movement, voice, space, structure, staging and design contribute to the overall impact of a performance. This component provides students with an understanding of the intentions, influences and working methods of theatre practitioners, while encouraging them to consider how professional repertoire can inform and develop their own acting and performance skills.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Learning Outcome A: Investigate professional performance work
Students will explore Frantic Assembly as a professional theatre company and study its production of *Lovesong*. They will develop knowledge of:

- Frantic Assembly's history, influences and artistic style
- the themes, characters and non-linear structure of *Lovesong*
- the purpose and intended audience of the production

- how acting, movement, music and design communicate meaning
- performance and production roles within professional theatre
- how theatre practitioners collaborate to create a final performance.

Learning Outcome B: Explore professional skills and techniques

Students will take part in practical workshops based on Frantic Assembly's methods. They will explore:

- physical theatre, ensemble work and movement-led storytelling
- chair duets, round-by-through, push hands and hymns hands
- gesture, repetition, motif, levels, space, pace and dynamics
- contact work, counterbalance, lifts and supported movement
- vocal skills, including projection, pace, tone and articulation
- physical acting skills, including posture, movement, facial expression and body language
- characterisation, motivation, objectives, relationships and subtext.

Students will also learn about the professional rehearsal process, including researching, experimenting, developing ideas, rehearsing, responding to feedback and refining performance work.

Production and analysis skills

Students will explore how set, lighting, sound, music, costume and staging support the themes and atmosphere of *Lovesong*. They will develop their ability to describe, analyse and evaluate professional performance using accurate examples and subject-specific terminology.

Key vocabulary

Practitioner, repertoire, physical theatre, ensemble, naturalism, stylisation, characterisation, objective, motivation, subtext, motif, repetition, unison, synchronisation, proxemics, levels, dynamics, counterbalance, chair duet, round-by-through, blocking, staging, rehearsal, refinement and evaluation.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students have developed relevant knowledge and skills throughout KS3 by exploring key elements of Component 1. Previous schemes of work have introduced them to a range of theatrical styles and performance approaches, enabling them to make comparisons, recognise stylistic features and apply prior learning to their study of Frantic Assembly and *Lovesong*.	Students will be challenged to move beyond simply describing Frantic Assembly's work and begin to analyse how and why creative choices are made. Higher-level responses will consistently consider: • How does the technique communicate meaning? • Why has the practitioner made this choice? • What effect does it have on the audience? • How does it link to the themes, characters and purpose of *Lovesong*? Throughout Component 1, students will be challenged to: • make clear links between acting, movement, staging and production elements

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- analyse how Frantic Assembly's physical theatre techniques communicate character, relationships and emotion
- use detailed examples from *Lovesong* to support their ideas
- compare different moments, techniques and creative choices
- evaluate how effectively the performance engages the audience
- use subject-specific vocabulary accurately and confidently
- develop independent interpretations of the practitioner's intentions and style.

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<tr><td colspan="2">
Wider Framework
How does this learning connect to future topics and bigger goals?</td><td colspan="2">
Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?</td></tr>
<tr><td colspan="2">Component 1 provides the essential knowledge and understanding that underpins future learning within the BTEC Performing Arts course. By exploring Frantic Assembly and Lovesong, students develop an understanding of how professional practitioners use acting, physical theatre, movement and production elements to communicate meaning to an audience. This knowledge will support students in Component 2, where they develop and apply performance skills to professional repertoire, and Component 3, where they respond creatively to a set brief. Beyond the qualification, Component 1 develops students' confidence, creativity, communication, teamwork and analytical skills. It also supports progression to further study and careers in acting, directing, movement, choreography, design and the wider performing arts industry, while encouraging students to become informed and reflective theatre-makers and audience members.</td><td colspan="2">To deepen their understanding of Frantic Assembly and Lovesong, students will explore the wider development of physical theatre and how movement can be used alongside dialogue to communicate character, relationships and emotion. They will consider influences such as dance, mime, ensemble theatre and naturalistic acting, and examine how Frantic Assembly combines these approaches to create its distinctive performance style.
Students will also explore the wider themes and contexts of Lovesong, including love, ageing, memory, loss and the passage of time. Understanding the play's non-linear structure and the relationship between younger and older versions of the same characters will help students appreciate how theatre can present memory and experience in imaginative ways.
This wider knowledge will support students in making connections between practitioner influences, performance style, social context and creative intention, while developing a richer</td></tr>
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	understanding of how physical and vocal choices can shape an audience's response.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

The Drama curriculum links significantly to the English National Curriculum, promoting pupils to develop skills in oracy and textual understanding, as well as performance. Through the exploration of a range of different contexts and cultures, pupils are encouraged to understand and appreciate the perspective of others. Through regular group work and collaboration, pupils will be encouraged to be respectful of other's ideas.

The drama curriculum can play a vital role in supporting social, emotional, and mental health (SEMH) by offering students a safe space to express feelings, explore different perspectives, and build empathy. Through role-play, storytelling, and collaborative work, drama helps students process emotions, develop self-awareness, and strengthen communication skills. It boosts confidence and resilience, giving young people tools to cope with challenges both inside and outside of school. Engaging in drama can reduce anxiety, promote a sense of belonging, and empower students to find their voice, making it a valuable contributor to overall well-being.

The drama curriculum lays a strong foundation for careers in the performing arts industry, preparing students for paths such as acting, directing, stage management, playwriting, and drama teaching. It also develops highly transferable skills like communication, creativity, teamwork, problem-solving, and confidence, which are invaluable in any profession. Whether students pursue work in media, law, education, public relations, or business, the skills honed through drama—such as presenting ideas clearly, thinking creatively under pressure, and collaborating effectively—equip them for success in a wide range of careers.

Resources
What books, websites, videos and materials will support our learning?

- https://www.franticassembly.co.uk/resources/lovesong-resource-pack
- https://www.franticassembly.co.uk/resources
- https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html
- https://www.bloomsbury.com/us/lovesong-9781350265981
- Chair Duets Step-by-Step Instructions
- Chair Duets: Othello Cast
- The Frantic Method: Building Blocks for Devising

Assessment
How will we show what we know, remember and can apply?

Component 1 is an internally assessed unit that is set by Pearson, marked by the teacher and externally moderated. The assessment is worth 60 marks and is completed in approximately 12 hours of formally supervised assessment.

Students complete two connected tasks based on a theme provided in the Pearson-set assignment. Their work will focus on the professional production of Lovesong and the working methods of Frantic Assembly.

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	Assessment Tasks Task 1: Investigating professional performance work – 24 marks Students will investigate: the stylistic qualities and creative intentions of Lovesong Frantic Assembly's influences and physical theatre style The purpose of the production and its connection to the set theme The skills used by performers and theatre practitioners The roles and responsibilities involved in creating the production. Task 2: Exploring professional processes – 36 marks Students will explore How Frantic Assembly generates and develops ideas physical theatre techniques and approaches rehearsal and development processes how performance material is selected, refined and improved the stages of the professional production process. All students submit their work as an individual PowerPoint portfolio. This may include written analysis, research, production images, annotated photographs, rehearsal logs, diagrams and links to video evidence of practical exploration.
Term 3, 4 and 5 Topic/Theme/Enquiry	**Component 2- Developing skills and techniques**

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Big Picture
What are the main ideas and big questions in this topic?

In Component 2, students develop their acting skills and techniques through the rehearsal and performance of extracts from Willy Russell's *Blood Brothers*. They will explore how actors interpret professional repertoire and use vocal, physical and interpretative skills to communicate character, relationships, themes and dramatic intention to an audience.
Students will consider how the social and historical context of the play influences performance choices and how Russell combines naturalism, comedy, tragedy, music and direct address. They will learn how professional performers prepare, rehearse, respond to direction and refine their work to create an effective final performance.
Key questions include:

- How can an actor communicate a believable character?
- How do vocal and physical choices communicate meaning?
- How does context influence the way a role is performed?
- How can rehearsal, feedback and reflection improve a performance?
- How do actors communicate the style and intentions of professional repertoire?

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students will explore the plot, characters, themes, context and style of *Blood Brothers*. They will develop their understanding of:

- character objectives, motivation, relationships, status and subtext
- social class, inequality, fate and superstition
- naturalism, comedy, tragedy and direct address
- how actors interpret scripts and stage directions.

Students will develop and apply:

- vocal skills, including projection, articulation, pace, pitch, tone and accent
- physical skills, including posture, gesture, facial expression, body language and movement
- interpretative skills, including characterisation, emotional engagement, focus and interaction
- rehearsal skills, including line learning, blocking, responding to feedback and refining performance choices
- evaluation skills, including reviewing progress and setting targets.

Key vocabulary
Professional repertoire, characterisation, objective, motivation, intention, subtext, status, naturalism, tragedy, social class, vocal skills, physical skills, projection, articulation, pace, pitch, tone, posture, gesture, blocking, stage directions, direct address, rehearsal, refinement, feedback and evaluation.

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Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students will build upon the knowledge gained during Component 1, where they explored how professional theatre practitioners develop and communicate performance work. Their study of Frantic Assembly and *Lovesong* introduced them to practitioner intentions, stylistic qualities, performance roles and the use of vocal, physical and interpretative skills. Previous learning at KS3 has also given students experience of scripted performance, characterisation, line learning, blocking, ensemble work and responding to direction. They will now apply this knowledge more independently while rehearsing and performing extracts from *Blood Brothers*.	Students will be challenged to move beyond simply performing lines and create detailed, believable and sustained characters. Higher-level practical work will consistently consider: • What does my character want in this moment? • What is my character thinking beneath the dialogue? • How does my character's status or relationship change? • Why have I selected these vocal and physical choices? • What effect will my choices have on the audience? Throughout Component 2, students will be challenged to: • demonstrate confident and controlled vocal and physical skills • sustain character throughout the performance • communicate character objectives, relationships and subtext • adapt performance choices in response to direction • show discipline, focus and independence during rehearsals • communicate the style and dramatic intentions of *Blood Brothers* • evaluate their progress honestly and support judgments with specific examples • set precise and achievable targets for improvement.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*

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Component 2 allows students to apply the knowledge developed in Component 1 by reproducing and performing professional repertoire. Through *Blood Brothers*, students develop the rehearsal discipline, acting techniques and reflective skills needed to create an effective performance. This learning directly supports Component 3, where students must respond creatively and independently to a set brief. The ability to develop ideas, collaborate with others, apply performance skills, communicate meaning and evaluate progress will be essential when creating original work. Beyond the qualification, students develop confidence, resilience, creativity, teamwork, communication and time-management skills. These skills support progression to further study and employment within acting, directing, theatre production, teaching and the wider creative industries.	To deepen their understanding of *Blood Brothers*, students will explore the social, economic and political context of Britain during the period in which the play was written and set. This includes social class, unemployment, poverty, housing, educational inequality and the differences between working-class and middle-class experiences. Students will consider how Willy Russell's own background and experiences influenced his writing. They will explore how the play presents the idea that environment and opportunity can shape a person's life, while also considering the importance of fate, superstition and personal responsibility. This wider knowledge will allow students to make informed acting decisions and communicate the characters, relationships and social messages of the play more convincingly.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

The Drama curriculum links significantly to the English National Curriculum, promoting pupils to develop skills in oracy and textual understanding, as well as performance. Through the exploration of a range of different contexts and cultures, pupils are encouraged to understand and appreciate the perspective of others. Through regular group work and collaboration, pupils will be encouraged to be respectful of other's ideas.

The drama curriculum can play a vital role in supporting social, emotional, and mental health (SEMH) by offering students a safe space to express feelings, explore different perspectives, and build empathy. Through role-play, storytelling, and collaborative work, drama helps students process emotions, develop self-awareness, and strengthen communication skills. It boosts confidence and resilience, giving young people tools to cope with challenges both inside and outside of school. Engaging in drama can reduce anxiety, promote a sense of belonging, and empower students to find their voice, making it a valuable contributor to overall well-being.

The drama curriculum lays a strong foundation for careers in the performing arts industry, preparing students for paths such as acting, directing, stage management, playwriting, and drama teaching. It also develops highly transferable skills like communication, creativity, teamwork, problem-solving, and confidence, which are invaluable in any profession. Whether students pursue work in media, law, education, public relations, or business, the skills honed through drama—such as presenting ideas clearly, thinking creatively under pressure, and collaborating effectively—equip them for success in a wide range of careers.

Resources
What books, websites, videos and materials will support our learning?

Assessment
How will we show what we know, remember and can apply?

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https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html https://willyrussell.com/blood-brothers https://assets-theatre-royal.s3.amazonaws.com/uploads/2021/03/Blood-Brothers-Resource-Pack.pdf https://www.bbc.co.uk/bitesize/topics/zxgcwmn Blood Brothers - Theatre Ink 2014	Component 2 is a Pearson-set, non-exam internal assessment. It is marked by the centre and externally moderated by Pearson. The assessment is worth 60 marks and is completed in approximately 15 hours of formally supervised assessment. Pearson currently provides assessment opportunities in the December/January and May/June series. Students will rehearse and perform selected extracts from *Blood Brothers*. They will demonstrate their knowledge, practical acting skills and ability to review their own development through three assessment tasks. **Task 1: Preparing for performance** Students will submit: • research information linked to *Blood Brothers*, its context, characters and themes • video evidence of milestone performances • video evidence of character hot-seating • annotated scripts showing acting choices, blocking, objectives and feedback. **Task 2: Final performance** Students will submit: • a video recording of their final performance of selected extracts from *Blood Brothers*. They will be assessed on their vocal, physical and interpretative skills, characterisation, focus, interaction and ability to communicate the style and intentions of the play. **Task 3: Reviewing development and performance** Students will submit: • milestone reviews and personal target setting • a final evaluation of their rehearsal process and performance. Students will explain how their acting skills developed, identify strengths and areas for improvement, and support their judgments with specific examples.

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Term 6 Topic/Theme/Enquiry		**Building a Devised Performance (Comp 3 preparation)**

Big Picture
What are the main ideas and big questions in this topic?

In this unit, students prepare for Component 3 by learning how to create an original performance in response to a stimulus or brief. They will explore how actors generate, develop, structure and refine ideas for a specific purpose and target audience.

Students will experiment with a range of devising techniques, theatrical styles and performance forms. They will learn how to communicate a clear message through acting, movement, dialogue and staging, while developing the independence, collaboration and evaluation skills required for Component 3.

Key questions include:

How can a stimulus inspire an original performance?
What is the purpose of our performance?
Who is our target audience?
Which theatrical style and techniques are most suitable?
How can we structure ideas into a clear performance?
How can feedback and reflection improve our work?

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students will learn how to:

- interpret a brief, theme or stimulus
- identify purpose, target audience and creative intention
- research a topic and select relevant information
- generate ideas through discussion, mind mapping and practical exploration
- use improvisation, hot-seating, role on the wall and thought tracking
- create tableaux, narration, direct address, flashbacks and split scenes
- explore naturalism, physical theatre, epic theatre and Theatre in Education

- develop characters, relationships, objectives, status and subtext
- structure a performance with a clear beginning, development and ending
- use transitions, pace, contrast, tension and climax
- apply vocal, physical and interpretative acting skills
- collaborate, respond to feedback and refine material
- review progress and evaluate the final performance.

Key vocabulary

Brief, stimulus, purpose, target audience, creative intention, concept, message, devising, research, improvisation, hot-seating, role on the wall, thought tracking, tableaux, narration, direct address, flashback, split scene, symbolism, naturalism, physical theatre, epic theatre, Theatre in Education, characterisation, objective, subtext, structure, transition, climax, collaboration, refinement and evaluation.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Students will build upon their previous experience of scripted performance, characterisation, improvisation and ensemble work at KS3. They will already have explored vocal and physical acting skills, blocking, staging, line learning and responding to direction.

Knowledge gained through Components 1 and 2 will also support this unit. Students can draw upon their understanding of professional practitioners, theatrical styles, rehearsal processes and performance techniques. They will now begin to apply this knowledge more independently when creating original work.

Pitch Up

How will we challenge ourselves?

Students will be challenged to move beyond creating simple or predictable scenes and develop performances that are original, coherent and purposeful.

Higher-level work will consistently consider:

- Why have we selected this idea?
- How does it connect to the stimulus?
- What do we want the audience to think or feel?
- Which theatrical techniques best communicate our message?
- How have practitioner influences shaped our choices?
- How can we improve the clarity and impact of the performance?

Throughout the unit, students will be challenged to:

- explore several ideas before selecting their strongest material
- use research to create informed and sensitive performances
- combine theatrical techniques effectively
- create detailed and sustained characters

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	• make confident individual contributions • collaborate maturely and solve creative problems • respond constructively to feedback • justify and evaluate creative decisions using specific examples.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This unit prepares students directly for Component 3 by developing the knowledge, skills and independence required to respond to a Pearson-set brief. Students will practise researching a topic, creating a performance concept, selecting an audience and purpose, developing material and evaluating the final outcome. It brings together the practitioner knowledge developed in Component 1 and the acting and rehearsal skills developed in Component 2. Students will become more confident in applying these independently rather than reproducing an existing script. Beyond the qualification, the unit develops communication, teamwork, creativity, leadership, organisation, resilience and problem-solving. These skills support progression to further study in Drama, Performing Arts and the wider creative industries.	To deepen their understanding of devising, students will explore how theatre has been used to entertain, educate, inform, persuade and challenge audiences. They will consider different types of performance, including Theatre in Education, community theatre, political theatre, issue-based drama and immersive performance. Students will investigate how practitioners such as Frantic Assembly, Bertolt Brecht and Konstantin Stanislavski use contrasting techniques to communicate ideas. They will consider how naturalism can create believable characters, how physical theatre can communicate through movement and how epic theatre can encourage audiences to question social issues. Students will also explore how real events, images, music, news stories, objects, poems and personal experiences can be used as stimuli. This wider knowledge will help them create informed, responsible and engaging performances for different audiences.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	
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awareness, and strengthen communication skills. It boosts confidence and resilience, giving young people tools to cope with challenges both inside and outside of school. Engaging in drama can reduce anxiety, promote a sense of belonging, and empower students to find their voice, making it a valuable contributor to overall well-being.

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Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html • https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/teaching-and-learning-materials/GCSE-Guide-to-Devising https://www.nationaltheatre.org.uk/learn-explore/resources/the-leftbehinds-devising-education-resource	Students will complete a series of practical and written activities across the two-term unit. These will mirror the skills required for Component 3 without forming part of the final external assessment. **Task 1: Responding to a stimulus** Students will: • research a given theme or topic • identify a purpose and target audience • generate and explain initial performance ideas • select appropriate styles, techniques and practitioner influences • record their ideas in a planning document or PowerPoint. **Task 2: Developing performance material** Students will provide: • video evidence of improvisation and devising activities • milestone performances • annotated scripts or scene plans

	• evidence of individual contributions • rehearsal reviews and target setting. **Task 3: Mock workshop performance** Students will create and perform an original group performance in response to a practice brief. They will be assessed on: • communication of ideas and intentions • application of vocal, physical and interpretative skills • characterisation and interaction • use of theatrical techniques • collaboration, focus and commitment • suitability for the purpose and target audience. **Task 4: Evaluation** Students will complete a final evaluation considering: • how successfully the performance responded to the brief • the effectiveness of their acting skills • their individual contribution to the group • how the work developed through rehearsals • strengths, areas for improvement and future targets.