New Line Learning Academy
Believe and Achieve

Drama Intent	Year 11

*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 2
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?

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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

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?

and performance techniques. They will now begin to apply this knowledge more independently when creating original work.	• 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 • 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.

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	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?

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://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

Assessment

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

tudents 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

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	• their individual contribution to the group • how the work developed through rehearsals • strengths, areas for improvement and future targets.

Term 3, 4 and 5 Topic/Theme/Enquiry		**Component 3- Responding to a brief**

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

In Component 3, students respond to a brief and stimulus provided by Pearson. Working as part of an acting group, they will create, develop, rehearse and perform an original workshop performance for a chosen target audience. Students must communicate clear creative intentions while selecting appropriate acting styles, techniques and practitioner influences.
Key questions include:

- How can we interpret a stimulus in an original way?
- What message do we want to communicate?
- Who is our target audience, and how will this influence our choices?
- Which acting style and techniques are most appropriate?
- How can each performer contribute effectively to the group?
- How successfully does the final performance meet the brief?

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

Students will learn how to:

- identify the brief's purpose, stimulus, target audience and requirements
- research the topic and generate original ideas
- select a suitable genre, style, structure and creative intention
- use improvisation, hot-seating, tableaux, narration, direct address, flashback and physical theatre to develop material
- apply vocal skills, including projection, articulation, pace, pitch, tone and emphasis
- apply physical skills, including posture, gesture, movement, facial expression and spatial awareness
- develop characterisation, relationships, emotion, humour and atmosphere

- structure scenes and create effective transitions
- collaborate, respond to ideas and make an individual contribution
- rehearse, review, adapt and refine performance material
- evaluate how effectively the process and final performance met the brief.

Key vocabulary

Brief, stimulus, target audience, purpose, creative intention, concept, style, genre, structure, devising, practitioner influence, improvisation, characterisation, narration, direct address, tableaux, flashback, vocal skills, physical skills, interpretative skills, collaboration, refinement, workshop performance and evaluation.

Pre-Requisite Knowledge

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

Students will build upon all previous learning from Components 1 and 2. Their exploration of Frantic Assembly and *Lovesong* has developed their understanding of practitioner influences, physical theatre and the ways professional performers communicate meaning.

Through rehearsing and performing *Blood Brothers*, students have developed vocal, physical and interpretative acting skills, alongside experience of characterisation, blocking, responding to direction, reviewing milestones and setting targets. Component 3 brings this learning together and requires students to apply it more independently to an original performance.

Pearson identifies Component 3 as the qualification's synoptic component, directly building on Components 1 and 2.

Pitch Up

How will we challenge ourselves?

Students will be challenged to move beyond creating a simple sequence of scenes and develop a coherent, original and purposeful response to the brief.

Higher-level work will consistently consider:

- Why is this idea appropriate for the stimulus?
- How will this choice affect the target audience?
- Which practitioner or style has influenced our work?
- How have we adapted our acting skills to communicate our intentions?
- What has each student contributed to the development process?

Throughout Component 3, students will be challenged to:

- explore several possibilities before selecting their strongest ideas
- make clear connections between the brief, acting style and performance techniques
- contribute independently while collaborating effectively
- perform with confidence, focus, control and commitment
- sustain convincing characters and relationships
- communicate a clear message to the target audience
- evaluate both individual and group work using precise examples

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	• make perceptive and realistic suggestions for further development.
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?*
Component 3 brings together the knowledge, skills and techniques developed throughout the qualification. Students apply their understanding of professional practitioners from Component 1 and the acting and rehearsal skills developed in Component 2 to a realistic creative commission. The component develops skills required for further study in Drama and Performing Arts, including devising, research, rehearsal discipline, performance, collaboration and evaluation. It also supports progression to A Level or Level 3 vocational study and develops transferable skills such as communication, creativity, leadership, resilience, problem-solving and working to deadlines.	Students will explore how theatre can be used to entertain, educate, challenge viewpoints and raise awareness of important issues. They will investigate forms such as Theatre in Education, applied theatre and political theatre to understand how performances can be designed for particular communities and audiences. Students will also explore a wider range of practitioners and styles, including naturalism, physical theatre and epic theatre. They will consider how techniques such as direct address, narration, symbolism, episodic structure and audience participation can communicate ideas in different ways. Research into the social, cultural or ethical issues connected to the Pearson stimulus will help students create informed and sensitive performance material. This will deepen their understanding of the responsibility theatre-makers have when representing real people, experiences and contemporary issues.
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.	

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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	How will we show what we know, remember and can apply? Component 3 is an externally assessed synoptic component, set and marked by Pearson. It is worth 60 marks and contributes 40% of the qualification. Students receive a brief and stimulus and work in groups to develop an original workshop performance for a selected target audience. Activity 1: Ideas log — 15 marks Students explain: • their performance concept and style • their chosen target audience • the resources required • their individual contribution to developing ideas • how practitioners and other influences have shaped their response. The ideas log is completed during one hour of supervised assessment and has a maximum of 800 words. Activity 2: Skills log — 15 marks Students explain:

	• their acting role within the group • the skills and techniques they selected • how these skills were developed and adapted • their contribution to rehearsals • how practitioners influenced their acting choices. The skills log is completed during one hour of supervised assessment and has a maximum of 800 words. Activity 3: Workshop performance — 18 marks Students perform their original group piece to an invited audience. They are assessed individually on: • communication of ideas and creative intentions • application of vocal, physical and interpretative skills • confidence, focus and commitment • collaboration and professional working practices. The current sample assessment requires a recorded group performance lasting approximately 7–15 minutes. Activity 4: Evaluation report — 12 marks Students evaluate: • how successfully the outcome met the brief • the development and rehearsal process • their individual contribution • the effectiveness of the final performance • strengths and areas for further development.

	The evaluation is completed during one hour of supervised assessment and has a maximum of 800 words. The current Pearson sample materials require four final pieces of evidence: an ideas log, a skills log, a digital recording of the workshop performance and an evaluation report. The three written activities are submitted as PDFs