New Line Learning Academy
Believe and Achieve

Drama

Drama Intent	Year 9

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

Noughts and crosses

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

This unit develops students' understanding of key performance skills through the study of *Noughts & Crosses* by Malorie Blackman. Students will explore a range of dramatic techniques, including **still image, scripted performance, and stage combat**, while examining the play's central themes of prejudice, discrimination, power, identity, conflict, and relationships.
Through practical and scripted work, students will develop their ability to interpret text, create believable characters, and communicate meaning effectively to an audience. They will consider how performance choices can be used to convey tension, emotion, and dramatic impact, while exploring how theatre can be used to reflect and challenge social issues.
The unit encourages students to think critically about both the performance and thematic content of the play, developing their understanding of how drama communicates ideas, perspectives, and messages.

Core Concepts
Performance skills, characterisation, interpretation, conflict, power, prejudice, discrimination, relationships, tension, audience impact, storytelling, dramatic intention.

Big Questions

- How can performance skills be used to communicate meaning and emotion effectively?
- How do actors bring scripted characters and relationships to life?
- How does *Noughts & Crosses* explore themes of prejudice, power, and identity?
- How can still image, scripted performance, and stage combat be used to create dramatic impact?
- How can theatre encourage audiences to reflect on social issues and different perspectives?

Zoom In

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

Knowledge (Substantive Knowledge: What students learn)
Students will develop an understanding of a range of key performance concepts and techniques through the study of *Noughts & Crosses*. They will learn how **FUEL BAG** and the **Three E's** can be used to create effective and believable performances, as well as how actors use physical and vocal skills to communicate character, relationships, and emotions. Students will explore the concepts of **characterisation**, **symbolism**, and **theme**, examining how these are used within the play to communicate meaning and explore issues such as prejudice, power, identity, and conflict. They will also develop an understanding of how dramatic techniques contribute to audience engagement and interpretation.

Skills (Disciplinary Knowledge: How students work like drama practitioners)
Students will apply performance techniques in practical and scripted work, using FUEL BAG and the Three E's to create convincing and sustained characters. They will interpret character motivations, relationships, and themes, making purposeful performance choices to communicate meaning to an audience. Students will analyse and evaluate their own work and the work of others, reflecting on the effectiveness of performance decisions and identifying areas for improvement. They will also justify their creative choices, using drama terminology to explain how symbolism and thematic ideas have been communicated through performance.

Key Vocabulary (Tier 2 Vocabulary)
character, characterisation, symbolism, theme, interpretation, motivation, relationships, prejudice, conflict, identity, power, communicate, audience, intention, expression, engagement, analyse, evaluate, justify, refine, sustain, convey, impact, performance, emotion.

Pre-Requisite Knowledge

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

Students already have a secure understanding of FUEL BAG and the Three E's, which form key foundations for effective performance. They

Pitch Up

How will we challenge ourselves?

Teachers will maintain high expectations for all students, challenging them to refine and extend their practical, creative, and analytical skills. Throughout the scheme of

have also been introduced to freeze frames and scripted work, giving them early experience of how to communicate meaning through both physical and text-based performance.

This prior learning will be built on throughout the scheme of work, as students apply and refine these skills in more challenging and extended performance tasks. They will be expected to use their knowledge more purposefully, linking character work, physical choices, and scripted interpretation to create more developed and convincing performances.

learning, students will develop a range of performance techniques and subject-specific terminology, applying these in increasingly complex and unfamiliar contexts.

To add depth, students will explore challenging concepts such as **symbolism**, **subtext**, **character motivation**, and **status and power relationships**. They will analyse how different interpretations influence audience response and evaluate the effectiveness of their performance choices. Opportunities such as the School of Excellence programme provide further challenge, enabling students to develop their performance and interpretative skills beyond the classroom.

Wider Framework
How does this learning connect to future topics and bigger goals?

If students go on to study BTEC Performing Arts in Year 10, this unit directly supports Component 2, which focuses on the development and application of key performance skills explored within this scheme of work. If students do not continue with Performing Arts at BTEC level, the skills developed in this unit still provide valuable wider life skills, including communication, teamwork, confidence, creativity, and concentration, all of which are transferable across a range of subjects and future pathways.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students will become a part of a rich history of performance culture dating back to Ancient Greek civilisations. They will learn to appreciate the history of communication through physical story telling.

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

The Drama curriculum links significantly to the KS3 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?*
• PowerPoints • Whiteboards and pens • YouTube clips • Chalk and paper • Pupils laptops • https://assets.publishing.service.gov.uk/media/5a7b8761ed915d4147620f6b/SECONDARY_national_curriculum_-_English2.pdf • The nature of Physical theatre - Physical theatre - GCSE Drama Revision - WJEC - BBC Bitesize • Exploring different theatrical genres and styles - Selecting a genre or performance style - AQA - GCSE Drama Revision - AQA - BBC Bitesize	The end of unit assessment will involve practical performance. **Substantive Knowledge – 36%** Students will be assessed via rapid recalls and exit tickets in each lesson and an end of unit theory assessment involving multiple choice and open-ended questions. **Disciplinary Knowledge – 64%** Students will be assessed via a practical assessment observing their performance skills, vocal skills and physical skills and a reflection questionnaire involving open-ended questions based on their strengths, weaknesses and targets for the next unit. Throughout the topic, students will be assessed via: • Rapid recalls at the start of every lesson. • Visual assessment and feedback throughout each lesson. • Exit tickets at the end of every lesson. • Peer and self-assessment. • End of unit assessment via practical and theory assessments.

Term 3 and 4 Topic/Theme/Enquiry	**Film making**

Big Picture

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

This unit develops students' devising and performance skills through the medium of film. Students will explore screen acting, camera techniques, and storyline development, gaining an understanding of how meaning is created for a screen audience. Through practical projects, they will learn how performance, camera work, and narrative structure combine to create engaging and effective films, while developing their creativity, collaboration, and communication skills.

Big Questions – Film Making

- How does acting for the camera differ from acting for the stage?
- How do filmmakers use camera techniques to tell a story and influence an audience?
- What makes a storyline engaging and effective?
- How can visual storytelling communicate meaning without relying on dialogue?
- How do performance, camera work, and editing work together to create a film?

Zoom In

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

Knowledge (Substantive Knowledge: What students learn)

Students will develop an understanding of key devising concepts used in film making, including stimulus, target audience, and style. They will learn how ideas can be generated from a stimulus, how filmmakers tailor content to engage specific audiences, and how different film styles influence the way a story is communicated and interpreted.

Skills (Disciplinary Knowledge: How students work like creators and performers)

Students will apply these concepts throughout the devising process, using stimuli to generate and develop original ideas, making informed decisions about audience appeal, and selecting appropriate styles to communicate their intended message. They will collaborate to create film-based performances, evaluate the effectiveness of their creative choices, and reflect on the devising process to refine and improve their work.

Key Vocabulary (Tier 2 Vocabulary)

stimulus, audience, target audience, style, narrative, storyboard, genre, interpretation, communicate, purpose, create, develop, refine, evaluate, collaboration, intention, impact, engage, devise, production.

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Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students have previously explored devising in Years 7 and 8, developing an understanding of the devising process and how a stimulus can be used to generate and shape creative ideas. They also have a secure foundation in both performance and technical theatre skills, including characterisation, storytelling, and audience awareness. This prior learning provides a strong basis for the film-making unit, where students will apply and adapt these skills to the screen, using performance, camera techniques, and narrative development to create effective and engaging films.

Pitch Up
How will we challenge ourselves?

Teachers will maintain high expectations for all students, challenging them to refine and extend their practical, creative, and analytical skills. Throughout the scheme of learning, students will develop a range of performance techniques and subject-specific terminology, applying these in increasingly complex and unfamiliar contexts.

To add depth, students will explore challenging concepts such as **symbolism**, **subtext**, **character motivation**, and **status and power relationships**. They will analyse how different interpretations influence audience response and evaluate the effectiveness of their performance choices. Opportunities such as the School of Excellence programme provide further challenge, enabling students to develop their performance and interpretative skills beyond the classroom.

Wider Framework
How does this learning connect to future topics and bigger goals?

For students who continue to BTEC Performing Arts in Year 10, this unit links directly to Component 3, where they are required to devise and develop an original performance from a given brief. The experience of generating ideas, considering target audiences, selecting an appropriate style, and evaluating creative decisions provides a strong foundation for this assessment.

Wider Framework
How does this learning connect to future topics and bigger goals?

Students will become a part of a rich history of performance culture dating back to Ancient Greek civilisations. They will learn to appreciate the history of communication through physical story telling.

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

The Drama curriculum links significantly to the KS3 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.

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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?*	**Resources** *What books, websites, videos and materials will support our learning?*
• PowerPoints • Whiteboards and pens • YouTube clips • Chalk and paper Pupils laptops • https://assets.publishing.service.gov.uk/media/5a7b8761ed915d4147620f6b/SECONDARY_national_curriculum_-_English2.pdf • The nature of Physical theatre - Physical theatre - GCSE Drama Revision - WJEC - BBC Bitesize • Exploring different theatrical genres and styles - Selecting a genre or performance style - AQA - GCSE Drama Revision - AQA - BBC Bitesize	The end of unit assessment will involve practical performance. **Substantive Knowledge – 36%** Students will be assessed via rapid recalls and exit tickets in each lesson and an end of unit theory assessment involving multiple choice and open-ended questions. **Disciplinary Knowledge – 64%** Students will be assessed via a practical assessment observing their performance skills, vocal skills and physical skills and a reflection questionnaire involving open-ended questions based on their strengths, weaknesses and targets for the next unit. Throughout the topic, students will be assessed via: • Rapid recalls at the start of every lesson. • Visual assessment and feedback throughout each lesson. • Exit tickets at the end of every lesson. • Peer and self-assessment. • End of unit assessment via practical and theory assessments.

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Term 5 and 6 Topic/Theme/Enquiry		**Types of theatre**

Big Picture

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

This unit introduces students to a range of theatre styles and forms, with a focus on practical exploration and critical understanding. Students will actively engage with different styles of performance, developing their ability to compare and contrast how theatre is created, structured, and presented across different periods and practitioners.

Through practical workshops, students will explore how theatre has evolved over time, identifying how social, historical, and cultural contexts influence performance style. They will develop an understanding of how different theatrical conventions are used to communicate meaning and how these approaches vary between styles.

Core Concepts
Theatre styles, performance conventions, evolution of theatre, practitioner influence, audience impact, physical and vocal performance, interpretation, context, staging, comparison

Big Questions

- How and why has theatre changed and evolved over time?
- What are the key features of different theatre styles?
- How do performance conventions differ between styles and why?
- How does context influence the way theatre is created and performed?
- What makes a performance style effective for communicating meaning to an audience?

Zoom In

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

Students will explore a range of theatre styles, including physical theatre, naturalistic theatre, theatre in education, and epic theatre, developing both practical and analytical understanding of how each style communicates meaning.

Knowledge
Students will develop an understanding of key theatre styles and their defining features. They will learn how physical theatre uses movement and gesture to communicate meaning, how naturalistic theatre aims to reflect real life and believable behaviour, how theatre in education (TIE) is used to educate and engage specific audiences, and how epic theatre focuses on storytelling, political message, and audience awareness.

Students will also explore how each style has developed within different historical, social, and cultural contexts, and how theatrical conventions vary depending on purpose and practitioner influence.

Skills
Students will practically explore each theatre style, applying specific conventions to create and perform short pieces. They will adapt their physical and vocal skills to suit different stylistic demands, making deliberate performance choices to communicate meaning effectively to an audience.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students have previously explored a range of foundational drama skills in Years 7 and 8, including different performance techniques, introductory theatre styles, and scripted work. During this time, they have developed an understanding of how meaning is communicated through physical and vocal performance, as well as how simple conventions are used to support storytelling on stage.

Pitch Up
How will we challenge ourselves?

Teachers will maintain high expectations for all students, challenging them to refine and extend their practical, creative, and analytical skills. Throughout the scheme of learning, students will develop a range of performance techniques and subject-specific terminology, applying these in increasingly complex and unfamiliar contexts.

To add depth, students will explore challenging concepts such as **symbolism**, **subtext**, **character motivation**, and **status and power relationships**. They will analyse how different interpretations influence audience response and evaluate the effectiveness of their performance choices. Opportunities such as the School of Excellence programme provide further challenge, enabling students to develop their performance and interpretative skills beyond the classroom.

Wider Framework
How does this learning connect to future topics and bigger goals?

f students go on to study BTEC Performing Arts in Year 10, this unit provides a direct link to Component 1, which focuses on the exploration and analysis of different theatre styles. Students will build on their existing understanding and move into greater depth, developing a more detailed knowledge of how style, context, and performance conventions influence theatrical meaning.

Wider Framework
How does this learning connect to future topics and bigger goals?

Students will become a part of a rich history of performance culture dating back to Ancient Greek civilisations. They will learn to appreciate the history of communication through physical story telling.

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Authentic connections

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

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Resources

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

- PowerPoints
- Whiteboards and pens
- YouTube clips
- Chalk and paper
- Pupils laptops

- https://assets.publishing.service.gov.uk/media/5a7b8761ed915d4147620f6b/SECONDARY_national_curriculum_-_English2.pdf
- The nature of Physical theatre - Physical theatre - GCSE Drama Revision - WJEC - BBC Bitesize
- Exploring different theatrical genres and styles - Selecting a genre or performance style - AQA - GCSE Drama Revision - AQA - BBC Bitesize

Resources

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

The end of unit assessment will involve practical performance.

Substantive Knowledge – 36%

Students will be assessed via rapid recalls and exit tickets in each lesson and an end of unit theory assessment involving multiple choice and open-ended questions.

Disciplinary Knowledge – 64%

Students will be assessed via a practical assessment observing their performance skills, vocal skills and physical skills and a reflection questionnaire involving open-ended questions based on their strengths, weaknesses and targets for the next unit.

Throughout the topic, students will be assessed via:

- Rapid recalls at the start of every lesson.

	• Visual assessment and feedback throughout each lesson. • Exit tickets at the end of every lesson. • Peer and self-assessment. • End of unit assessment via practical and theory assessments.