

## EPCHS Drama & Performing Arts Department:

### Year Ten Programme of Study

#### GCSE Drama AQA

<https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

Our specification engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future.

We've built in as much opportunity as possible for students to do what they like best – participate in performance. All students devise drama. All students explore texts practically and work on two text-based performances. Students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons.

Term	Unit of Work	Intent
Autumn Term A	<b>Introduction to the course. Skills focus.</b>	The term will start with an introduction to the course outlining expectations and outcomes. Students will explore and create ideas from stimuli and look at a variety of approaches used to create different forms of drama. The term focuses on team building and group work. Theory lessons will explore response to the practical lessons and recapping Key subject language also introducing new subject specific language. Assessment will take place at the end of the half term through a sharing or work and discussion/reflection of the topics discussed. There will be an effective use of group collaboration allowing discussion and debates.
Autumn Term B	<b>Exploration of Text - Practical Exploration.</b>	Students will explore the set text “Blood Brothers” in preparation for the written exam and as rehearsal for the text practical exam. Theory lessons will focus on Performance Roles within theatre and responding to the examination structure. Assessment will be produced in the form of a performance and written responses. There will be sufficient reflection time to improve work and or elicit feedback on different responses
Spring Term A	<b>Text – Written Exploration.</b>	Students will explore the set text “Blood Brothers” in preparation for the written exam and as rehearsal for the text practical exam. Theory lessons will focus on Performance Roles within theatre and responding to the examination structure. Assessment will be produced in the form of a performance and written responses. There is opportunities to build on and extend previous learning – continuing from the previous term.
	<b>Devising</b>	Students will work in groups to complete a performance following a “brief” outlining the expectations which will link to the examination board Assessment Objectives.

<p>Spring Term B</p>		<p>Theory lessons will focus on coursework –which will be given in at the conclusion of the course in year 11. Assessment will focus on a polished performance including use of technical roles– performed in small groups. Evidence will be both practical and written (recorded evidence) There will be an effective use of group collaboration allowing discussions and debates.</p>
<p>Summer Term A</p>	<p><b>Text Work</b></p>	<p>This is an Independent project, students will work in different groups to complete a performance of a set text outlining the expectations which will link to the examination board Assessment Objectives. Theory lessons will focus on examination preparation – building on previous learning/knowledge of set text. Assessment will focus on a polished performance including use of technical roles– performed in small groups. Evidence will be both practical and written (recorded evidence) There will be an effective use of group collaboration allowing discussions and debates.</p>
<p>Summer Term B</p>	<p><b>Exploration of Practitioners and their methods.</b></p>	<p>In this unit Students will learn to develop their practical skills. This project will explore a variety of performance styles which will influence the exam work created in year 11. Theory lessons will continue to develop students understanding of roles within the theatre. Assessment will be done through the development and presentation of the performance skills and a PPE exam The scheme encourages independent thinking, checking if all angles have been covered, seeing things from another point of view, and relating discoveries to priorities and learning aims</p>