### Class 7

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<th>Topics</th>
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| **Unit 1: Bullying**    | **Knowledge**: Students will learn how to identify types of bullying and explore how victims feel  
* consider why become bullies and offer options for dealing with a bullying situation  
* learn how to work as a group by collaboratively creating work  
* learn various new and extend the range of dramatic conventions students are able to use in devised drama  
**Skills**: still image, soundscaping, captions, thought-tunnel, role play hot-seating, narration, role on the wall, characterisation, non-verbal communication, relationships, proxemics, physicality, vocal skills, group work, individual work. **Assessment**: Small group and individual tasks in the Making  
* Final group performance  
* Self- and peer-assessment (verbal and written)  
* Teacher assessed  
* Every unit is assessed on three different areas of the Creating Process – Making, Performing and Responding. |

### Class 8

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| **Unit 4: Time Travel** | **Knowledge**: Students will explore dramatic conventions through  
* Engagement with historical and social contexts of different eras  
* Create a variety of different characters through use of voice and gestures  
* Develop the use of the voice to allow for varied expression and accents  
* Explore status on stage to create drama  
**Skills**: mime, still image, hot-seating, movement, vocal expression, creativity, focus, body language, facial expression, gestures, status, comic-timing, writing in role, monologue, tension, character profile, group work, audience impact, cross-cutting, spontaneous improvisation, non-naturalistic drama techniques, symbolism, vocal and physical work. **Assessment**: Small group and individual tasks in the Making process  
* Final group performance  
* Self- and peer-assessment (verbal and written)  
* Teacher assessed  
* Every unit is assessed on three different areas of the Creating Process – Making, Performing and Responding. |

### Class 9

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| **Unit 7: Surrealism**  | **Knowledge**: Students will learn how to devise non-naturalistic and abstract performances based on surrealist art and music  
* learning about the technical theatrical implications in putting on a performance (lighting, costume, sound design)  
* understanding symbolism, through denotation and connotation  
* learning how to structure the piece using appropriate dramatic form and conventions, and a specific beginning, middle and end  
* work confidently and creatively in groups to ensure that many elements of creating Drama are addressed  
**Skills**: Using a stimulus as a starting point, connotation/denotation and symbolism, discussion, improvisation, characterization, costume design, lighting design, stage design, audience impact, status, relationships, group work, physicality and vocal skills. **Assessment**: Small group and individual tasks in the Making  
* Final group performance  
* Self- and peer-assessment (verbal and written)  
* Teacher assessed  
* Every unit is assessed on three different areas of the Creating Process – Making, Performing and Responding. |