### Class 7

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| **Unit 2: Darkwood Manor** | **Knowledge:** Students will learn how to use a range of drama skills and strategies to develop storytelling  
* work both independently and as part of a group  
* use elements of drama and the drama medium in order to show tension and create believable characters  
* develop understandings of physical theatre and use effectively in performance  
* evaluate own and others work, using subject specific vocabulary, enabling work to be improved  
**Skills:** still image, role play hot-seating, narration, thought-tracking, characterisation, non-verbal communication, relationships, proxemics, physicality, vocal skills, group work, individual work, physical theatre  
**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 5: West Side Story** | **Knowledge:** Students will explore the story of *West Side Story* by  
* exploring how silence and non-verbal communication can create tension in performance  
* learning how Stanislavski influenced modern theatre practice  
* learning about the American/Hispanic conflicts in 1950s New York  
* choreographing a stage-fight  
* directly relating the piece to Shakespeare’s *Romeo and Juliet*  
* Perform individual and group performances  
**Skills:** facial expression, body language, eye contact, audience awareness, truth in performance, the given circumstances, motivation, non-verbal communication, subtext, script analysis, tableau, stage-fighting/choreography, improvisation, 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 9

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| **Unit 8: ‘The Stones’** | **Knowledge:** Students will develop their understanding of how scripts work considering structure, stage directions, dialogue and characterization. Vocal and physical skills will be developed through multi-roles and spontaneous character switching.  
* Understand and develop the technical theatrical implications in putting on a performance (lighting, costume, sound design);  
* Understand the skills necessary to convey the character as the playwright intended.  
* Understand variety of technical devices to show the relationships between character, including non-verbal communication. Understand Stanislavski and his teachings on how to improve as an actor.  
* Perform in a group.  
**Skills:** Using a script, stage directions, playwright’s intentions, connotation/denotation and symbolism, discussion, improvisation, characterization, costume design, lighting design, stage design, audience impact, status, relationships, group work, justice, consequences, multi-role, voice projection, choral speaking  
**Assessment:** Small group and individual tasks in the Making;  
* Final group performance;  
* Working notebook to show evidence of the Creating Process; and  
* 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.