## Class 7

<table>
<thead>
<tr>
<th>Topics</th>
<th>Learning</th>
</tr>
</thead>
</table>
| **Unit 3: Devising Skills** | **Knowledge:** Students will learn how to create a piece of theatre using a Roald Dahl ’Revolting Rhyme’ as the starting stimulus  
* Understand how to use the Creating Process to create a piece of Drama  
* Explore creating character and storyline from the chosen stimulus  
* Work collaboratively in a group to create script, decide on staging, technical requirements and produce a final performance  
* Create and perform a final performance as a group.  
**Skills:** Devising, character creation, script writing, staging, technical elements, responding to a stimulus, performing, group 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

<table>
<thead>
<tr>
<th>Topics</th>
<th>Learning</th>
</tr>
</thead>
</table>
| **Unit 6: From Page to Stage** | **Knowledge:** Students will explore a variety of scripted pieces, monologues – duologues – dialogues  
* Learn how to gain information about their character's situations, feelings, actions and objectives from the script alone  
* Learn different strategies to learn lines for performance  
* Explore the use of exercises, such as hot-seatting, to build up character portrayal  
* Stage performances with an understanding of audience impact  
* Perform individual and group performances  
**Skills:** Role on the wall, analyzing text, facial expression, body language, eye contact, audience awareness, truth in performance, non-verbal communication, hot-seatting, 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

<table>
<thead>
<tr>
<th>Topics</th>
<th>Learning</th>
</tr>
</thead>
</table>
| **Unit 9: Movie trailers, film and genre.** | **Knowledge:** Students will learn various genres; and how this affects the structure and form of the movie trailer.  
* Understand the technical theatrical implications of devising, recording and editing their own movies (lighting, costume, sound design);  
* How to structure the piece using appropriate dramatic form and conventions of movie trailers;  
* Understand how to clearly structure a dramatic piece to ensure there is a clear beginning, middle and end in line with the genre and with good characterization; relevant to the story/genre chosen  
* Show a portfolio of evidence of research and the devising process;  
* Organise, perform and collaborate in a group.  
**Skills:** Understanding camera shots and angles and using them for effect in a movie trailer. Awareness of features of trailers for specific genres and replicating them. Collaborating and working towards an end goal that fits the project task.  
**Assessment:** Small group and individual tasks in the Making;  
* Working portfolio to show evidence of the research and devising process;  
* Self and peer-assessment (verbal and written)  
* Final group performance and edited recording of the trailer;  
* Teacher assessed. |
Every unit is assessed on three different areas of the Creating Process – Making, Performing and Responding.