

	End of KS2	Year 7	Year 8	Year 9	Year 10	Year 11
Performing	<p>I have begun to work as a member of a group and have started to understand the importance of timekeeping.</p> <p>I have started to be able to contribute some ideas to my group.</p>	<p>I can work successfully with a range of other pupils in the class staying on task for the majority of rehearsal time.</p> <p>I can contribute several appropriate ideas during rehearsals and take on board ideas from others.</p>	<p>I can work supportively and confidently with a wide range of pupils in the class, staying on task throughout rehearsal time.</p> <p>I can contribute imaginative and practical ideas during rehearsals, moving away from stereotypical storylines and characters.</p>	<p>I can work helpfully and sensitively with anyone else in the class, motivating others where necessary, staying on task even in the face of possible distractions from other performers.</p> <p>I can offer sophisticated and creative ideas in rehearsals, drawing upon a wide range of drama strategies covered in lessons.</p>	<p>I can work collaboratively as well as individually on practical and theoretical work in lessons.</p> <p>I can use a range of dramatic techniques and conventions in a piece of drama relating to the context and genre of the piece.</p> <p>I have begun to research the context of plays and understand how to lift the text off the page for performance</p>	<p>I can explore a combination of dramatic techniques and conventions throughout the rehearsal process and effectively implement them in performance.</p> <p>I can embed research and rehearsal methods into practical elements, styles and genres effectively.</p> <p>I can successfully structure scenes thinking about dramatic effect throughout performance.</p>
Creating	<p>I have started to understand why it is important to stay in the role for performance.</p> <p>I have started to role play different voices depending on the character I am playing.</p> <p>I have started to play around with facial expressions and body language to suit different characters.</p>	<p>I can take part in a piece of drama with the focus on staying in the role for a small amount of time.</p> <p>I can clearly make my voice heard and vary my tone of voice to show some appropriate emotions suitable for my character.</p> <p>I can take part in a piece of drama and stay in character for the majority</p>	<p>I can take on a larger role in a piece of drama, staying in character throughout, even when they do not go as planned.</p> <p>I can choose, use and maintain appropriate vocal skills to show a range of character emotions throughout a performance.</p>	<p>I can take on a variety of realistic and stereotypical roles, staying in character no matter what happens in performances, adapting where necessary.</p> <p>I can use a variety of appropriate vocal skills to create a range of characters different from themselves.</p> <p>I can use appropriate physical skills to convey a</p>	<p>I am able to perform challenging scenes with a degree of accuracy in a variety of genres.</p> <p>I can perform different styles of drama using a range of vocal skills and techniques.</p> <p>I am able to perform confidently using a range of physical skills to convey a range of</p>	<p>I am able to perform challenging scenes with a high degree of accuracy and sensitivity in a variety of genres.</p> <p>I am able to perform different styles of drama with a complex range of vocal skills and techniques throughout performance.</p> <p>I am able to perform showing a range of expression and articulation appropriate to the style of drama</p>

Age Related Expectation - Drama

	<p>I will rehearse with my group with teacher support.</p>	<p>of the piece using facial expressions, body language, posture and gesture.</p> <p>I can block and rehearse my performance so that the stage is used evenly thinking about what the audience can and cannot see.</p>	<p>I can experiment with the use of facial expressions and body language to create a range of characters in performance.</p> <p>I can use the staging area appropriately for the piece including that of levels and proxemics.</p>	<p>range of emotions in their character and react to what is happening on stage even when their character is not speaking.</p> <p>I can use the staging area in imaginative and sophisticated ways so that the audience are engaged in the performance.</p>	<p>emotions in a variety of genres.</p> <p>I am able to explore complex technical aspects of performance e.g. staging, set, lighting, sound, costume and understanding semiotics.</p> <p>I am able to perform and show my contribution within a performance lasting for 4-10 minutes.</p>	<p>being performed as a soloist and group performer lasting for 4-10 minutes.</p> <p>I can demonstrate sophisticated skills in relation to staging, lighting, sound, set, costume with a comprehensive understanding of semiotics.</p>
Responding	<p>I am able to listen to feedback from my teacher.</p> <p>I can contribute simple evaluations with the help of my teacher.</p>	<p>I can respond positively to feedback given in rehearsals to improve my work.</p> <p>I can contribute to class evaluations with examples of positive moments in the piece using basic drama terminology.</p>	<p>I can identify problems in rehearsals and offer practical solutions for the group to improve their own work.</p> <p>I can contribute to class evaluations with detailed examples of what went well in the performance as well as examples of how the piece could be improved using drama terminology confidently.</p>	<p>I can spend all of my rehearsal time offering ideas on how to shape, adapt and improve my work.</p> <p>I can identify a range of successes in performances when evaluating and suggest a number of ways it can be improved, frequently employing drama terminology in a sophisticated manner.</p>	<p>I can demonstrate, through aural identification, knowledge of a range of dramatic elements, contexts and language in response.</p> <p>I am able to identify strengths, weaknesses, opportunities and threats in my own performance. There may be some support required with subject terminology.</p> <p>I am able to set targets for future performances with some guidance.</p>	<p>I can demonstrate, through aural identification, accurate knowledge of a wide range of dramatic conventions, contexts and language in response.</p> <p>I am able to identify strengths, weaknesses, opportunities and threats to my performance during rehearsals and performing using subject terminology effectively. I am able to set SMART targets for future performances with clear effect.</p>