

Key Stage 3 Steps: Drama

	Strand 1 Knowledge and Understanding	Strand 2 Planning and Creating	Strand 3 Performance	Strand 4 Evaluation
9 L2D	<p>I am able to select and manipulate rehearsal and performance techniques to achieve artistic intentions.</p> <p>I am highly inventive with my use of rehearsal and performance techniques.</p> <p>I am able to justify my selection and use of rehearsal and performance techniques.</p> <p>I am able to justify my decisions on the style and form of my work.</p> <p>I can accurately and confidently use subject specific terminology.</p>	<p>I am able to produce very perceptive and imaginative ideas/suggestions in relation to the work I am creating (devised or scripted).</p> <p>I can produce a clear and precise vision for the drama that is consistent and sustained.</p> <p>I am an effective leader who works creatively alongside other members of the group, leading the group where needed and continually driving the work forwards.</p> <p>I collate research independently that is of the highest quality and impacts significantly on the overall success of the work created.</p>	<p>I have complete control over all performance techniques, consistently applying them to create engaging, original work.</p> <p>I have complete control over theatrical skills and I use them effectively to perform a variety of different characters.</p> <p>I deliver lines flawlessly with creative and confident characterisation.</p> <p>Even under pressure or in difficult situations on stage I am able to improvise and stop the work from being blocked.</p> <p>The characters I perform are always convincing, engaging and appropriate to style/genre.</p> <p>I can make effective and imaginative use of the performance space.</p>	<p>I can structure complex evaluative feedback and make reference to</p> <ul style="list-style-type: none"> • the historical, social and cultural context. • Theatre history • Style/genre/form <p>I can evaluate how meaning and effects have been explored/communicated at specific moments in a performance.</p> <p>I can explain in detail using precise examples how I have contributed to the process and overall performance.</p> <p>My comments are critical and insightful.</p> <p>I am able to justify how ideas have been shaped and how I have developed the work.</p>
8 L2D	<p>I can apply and use a wide range of rehearsal and performance techniques to achieve artistic intentions.</p> <p>I am inventive with my use of rehearsal and performance techniques.</p> <p>I am able to explain why I have selected certain rehearsal and performance techniques.</p> <p>I am able to explain my decisions on the style and form of my work.</p> <p>I can accurately use subject specific terminology.</p> <p>I can assess the stylistic qualities of practitioner's work (Director, choreographer, actor), giving detailed examples of their work that show how the roles, responsibilities and skills contribute to the creative intentions and purposes across three performance styles.</p>	<p>My ideas/suggestions are imaginative and creative.</p> <p>I can create a vision for the drama that is consistent and sustained.</p> <p>I am a strong leader committed to creating a positive and productive environment in which my group can create excellent performance work. I ensure that I listen to ideas contributed by others.</p> <p>I often work independently, outside of lessons to help support and inform my thinking/ideas by collating research.</p> <p>I explain the interrelationships between processes, skills and approaches used by three different practitioners. I will use detailed examples to demonstrate how they contribute to creating effective performance work.</p> <p>I demonstrate discipline and organisation in the development of my performance and interpretative acting skills (Character Profile, research, contexts) during the rehearsal process.</p>	<p>I have some control over all performance techniques, often applying them to create engaging, original work.</p> <p>I am able to use theatrical skills in order to communicate clearly to an audience.</p> <p>I deliver my lines without making any mistakes and with a good sense of character and whole cast responsibility.</p> <p>I can perform a wide range of characters and perform them confidently.</p> <p>I can effectively use the performance space.</p> <p>I demonstrate a disciplined, thoughtful and confident selection and application of technical, stylistic and interpretative skills during the performance of repertoire.</p>	<p>I can structure evaluative feedback and make reference to</p> <ul style="list-style-type: none"> • the historical, social and cultural context. • Theatre history • Style/genre/form <p>I can explain how meaning and effects have been explored/communicated at specific moments in a performance.</p> <p>I can explain in detail how I have contributed to the process and overall performance.</p> <p>I am able to explain in detail how ideas have been shaped and how I have developed the work.</p> <p>I will make detailed analysis of my own development and performance of skills and techniques, giving examples that will support my analysis and will clearly identify strengths.</p> <p>I will set clear targets to improve my own development and performance of skills and techniques, giving clear examples that will support my analysis.</p>
7 L2M D	<p>I can recognise and use a wide range of performance and rehearsal techniques in my work.</p> <p>I can confidently use rehearsal and performance techniques in work without being prompted.</p> <p>I am starting to show an awareness of why I am using certain rehearsal and performance techniques.</p> <p>I understand which elements need applying for certain styles/genres.</p> <p>I can use subject specific terminology.</p>	<p>My ideas/suggestions are starting to become analytical and refer to the aim of the drama.</p> <p>I can contribute to the group's vision for the drama.</p> <p>I take responsibility for creating performance work, leading my group when needed and ensuring I contribute lots of ideas. I motivate and encourage the members of my group.</p> <p>I ensure that some independent research has been done outside of lessons.</p>	<p>I am able to use performance techniques to help enhance the work.</p> <p>I use theatrical skills with relative ease.</p> <p>I can perform convincingly in character. The characters I create are original and believable.</p> <p>I can stay in role all of the time and appreciate that when on stage, whether I am speaking or not, I have to keep in role. I don't make mistakes on stage.</p>	<p>I can structure feedback and make reference to</p> <ul style="list-style-type: none"> • Style/genre/form <p>I can explain how meaning and effects have been explored/communicated.</p> <p>I can explain how I have contributed to the process and overall performance.</p> <p>I am able to explain how ideas have been shaped and how I have developed the work.</p>
6 L2 M	<p>I can use a number of different rehearsal and performance techniques with some confidence.</p> <p>I am starting to use rehearsal and performance techniques independent of my teacher.</p> <p>I am starting to appreciate that there are different styles of drama.</p> <p>I can use some subject specific terminology.</p> <p>I can discuss the stylistic qualities of practitioners (Director, choreographer, actor) and use relevant examples to justify my ideas of how responsibilities, roles and skills contribute to the creative intentions and purpose across three different performance styles.</p>	<p>I can share/suggest ideas that are relevant and useful to the work.</p> <p>I share responsibility for the creative authorship of the work I am involved in creating</p> <p>I can effectively work as part of a team. I am actively involved all of the time.</p> <p>I show I have understood the task and collate independent research outside of lessons.</p> <p>I can discuss the interrelationships between processes, skills and approaches used by three different practitioners (Director, Choreographer, actor). I will give appropriate examples from their repertoire, linking these examples to how they contribute to performance work.</p> <p>I demonstrate the effective use of and development of interpretative (Hot-Seating, role on the wall, conscience alley) and performance skills through a rehearsal process.</p> <p>I can demonstrate an appropriate selection, application and creative use of technical, stylistic and interpretative skills to a rehearsal of existing repertoire. (Melodrama, Physical Theatre, Naturalism)</p>	<p>I can stay in role for all of my performance and I stay focused throughout.</p> <p>I can portray a clear character. The characters I create are original and believable.</p> <p>I only on very rare occasions lose sight of where I should be and what I should be doing on stage.</p> <p>I can demonstrate an appropriate selection, application and creative use of technical, stylistic and interpretative skills to a performance of existing repertoire. (Melodrama, Physical Theatre, Naturalism)</p>	<p>I can structure feedback and make reference to specific elements of the performance.</p> <p>I can explain how meaning and effects have been explored/communicated.</p> <p>I can explain how I have contributed to the process and overall performance.</p> <p>I am able to explain how ideas have been shaped and how I have developed the work.</p> <p>I am able to explain my development and application of skills and techniques, using appropriate examples from rehearsal and performance.</p> <p>I am able to identify areas of strength and areas for development.</p>

5 L2 PM	<p>I am starting to use rehearsal and performance techniques with some success when led by the teacher.</p> <p>I can use some subject specific terminology.</p>	<p>I can share and suggest ideas that are appropriate to the work.</p> <p>I can work sensitively within a group and contribute constructively.</p> <p>I am comfortable being led by others.</p>	<p>I can stay in role for some of my performance.</p> <p>I can use voice and body to perform a simple character.</p> <p>I mostly know where I should be and what I should be doing on stage.</p>	<p>I can give generalised feedback.</p> <p>I can suggest improvements for my own and others work.</p> <p>I can describe how I have contributed to the process and overall performance.</p>
4 L2P	<p>I am starting to use rehearsal and performance techniques led by the teacher.</p> <p>I can describe the stylistic qualities of practitioner's work, giving relevant examples across three different performance styles.</p> <p>I can describe the roles, responsibilities and skills of different practitioner's (director, choreographer, actor) giving three relevant examples across three different performance styles.</p>	<p>I can listen and respond to others and participate in group work.</p> <p>I can describe the skills and approaches practitioners use (director, choreographer, actor) to create a performance, giving an example from their repertoire.</p> <p>I am able to develop my performance and interpretative (hot-seating, role on the wall, conscience alley) acting skills through a rehearsal process.</p> <p>I can select and apply the appropriate technical skills during a rehearsal of repertoire. (Melodrama, Non-Naturalistic, Naturalism, Masks.)</p>	<p>I can perform a simplistic character for small amounts of time.</p> <p>I can make some slight changes to my voice and body.</p> <p>I can show some awareness of the stage and the audience.</p> <p>I can apply appropriate technical, stylistic and interpretative acting skills to the performance of repertoire. (Melodrama, Non-Naturalistic, Naturalism)</p>	<p>I can say what I liked and disliked about a performance and can provide some suggestions about how work may be improved.</p> <p>I can identify ideas that I have contributed.</p> <p>I am able to describe the development of the skills and techniques used in my work, giving relevant examples of strengths and areas for development (rehearsal process.)</p> <p>I am able to describe the application of the skills and techniques used in my work, giving relevant examples of strengths and areas for improvement. (performance)</p>
3 L1 M	<p>I can use rehearsal and performance techniques as long as others help me to do so.</p> <p>I can outline some stylistic qualities p</p>	<p>I can listen and participate in group work.</p>	<p>I can deliver lines at the appropriate time in front of an audience.</p> <p>I know when to deliver my lines.</p> <p>I know where I should stand on stage.</p>	<p>I can say what I liked and disliked about a performance</p>
2 L1P	<p>I am able to use rehearsal and performance techniques with guidance from my teacher/peers.</p> <p>I am able to outline some key features of practitioners (Directors, designers, choreographers) giving an example from one performance style.</p> <p>I am able to explain the roles, responsibilities and skills of a practitioner, using an example from one performance style.</p>	<p>I can participate in group work.</p> <p>I am able to identify the skills that practitioners (Directors, designers, choreographers) use to create a performance, giving one example.</p> <p>I can show some basic development of performance and interpretative acting skills during a rehearsal process.</p>	<p>I can deliver lines in front of an audience.</p> <p>I can apply basic technical skills during rehearsals.</p> <p>I can apply basic technical, acting and interpretative during the performance.</p>	<p>I can provide a response and can talk/write about the performance.</p> <p>I am able to say what my own development of skills and techniques has been, giving one or two examples.</p> <p>I am able to say what skills and techniques I have applied in a performance, giving one or two examples.</p>
1	<p>I am able to participate in rehearsal and performance techniques.</p>	<p>I listen to others.</p>	<p>I participate in a group performance.</p>	<p>I can make comments about a performance.</p>