

Drama

	STRAND 1 Knowledge and Understanding	STRAND 2 Planning and Creating	STRAND 3 Performing	STRAND 4 Evaluating
9	All the steps below, and I can also... recall accurately and communicate detailed knowledge and a clear understanding of plays and other types of drama.	All the steps below, and I can also... - demonstrate a high degree of insight and sensitivity in working in a group to produce a performance. - produce a clear and appropriate vision for the drama that is consistent and sustained throughout.	All the steps below, and I can also... - demonstrate a sensitive awareness of the relationship between texts and dramatic styles. - demonstrate a sensitive awareness of the relationships between texts and social context and genre.	All the steps below, and I can also... - structure complex feedback and make reference to theatre history, style, genre and forms. - provide evidence of further research and reading around the subject area on my response.
8	All the steps below, and I can also... show a thorough understanding of drama terminology and use it accurately and appropriately.	All the steps below, and I can also... make considered use of appropriate theatrical devices and technical effects to effectively establish atmosphere and enhance the whole presentation, such as using props as symbols throughout the piece, incorporating specific colours in stage lighting and costume, appropriate music used to mark the moment, PowerPoints used for placards and setting.	All the steps below, and I can also... - apply and adapt effectively an extensive range of practical skills. - perform a role creatively with a high degree of originality to communicate ideas. - support and enhance my performance by incorporating available technology. - show a thorough awareness of the audience.	All the steps below, and I can also... - structure complex feedback for work using a range of drama terminology that is linked to specific moments and contexts. - evaluate in-depth how meaning and effects have been explored at specific moments.
7	All the steps below, and I can also... perform in different genres and styles using a range of techniques and for a variety of audiences.	All the steps below, and I can also... - refine my work in rehearsal to reflect various periods, styles and genres. - solve problems when devising showing awareness of skills within a group.	All the steps below, and I can also... - perform a role that is sustained in performance. - perform pieces of drama in a range of styles. - communicate mood and atmosphere. - make effective use of the entire performance space.	All the steps below, and I can also... recall specific moments within a piece of drama and provide strong examples of dramatic action and coherently evaluate the effectiveness.
6	All the steps below, and I can also... - select appropriate drama techniques to structure a piece of drama that explores and interprets ideas, relationships and other issues. - devise plays which include simple symbolic representation or effects to communicate meaning.	All the steps below, and I can also... - direct peers with confidence in the realisation of an effective piece of theatre. - create and structure plays that incorporate a variety of drama techniques and forms to reflect, such narration, cross-cutting and mime.	All the steps below, and I can also... - use a range of vocal and movement styles. - display a strong commitment to the group. - use the performance space to communicate meaning.	All the steps below, and I can also... - accurately use dramatic terminology confidently in my response. - confidently evaluate how plots are developed and characters portrayed.
5	All the steps below, and I can also... - use existing knowledge and skills of drama to effectively create plays of different types and purpose. - identify different styles and/or genres of drama and explain how they can be created on stage.	All the steps below, and I can also... - work in a variety of groups and take leading and following roles. - work confidently in a group to create dramas for different purposes and situations using a variety of drama techniques. - refine and improve acting and directing skills during the rehearsal process.	All the steps below, and I can also... - use a range of vocal and movement skills appropriately in performance with confidence and control. - display a strong commitment to the group. - use the performance space to communicate meaning.	All the steps below, and I can also... - recognise and evaluate the key moments of strength and weakness in performance and justify responses. - use technical vocabulary when evaluating performance.
4	All the steps below, and I can also... incorporate a variety of challenging issues and themes when devising a piece of drama in numerous forms and make close links to the stimulus.	All the steps below, and I can also... - select appropriate vocabulary and movement to reflect the character, place and time for the story or situation. - work sensitively within a group and contribute constructively and creatively during the rehearsal process and realise that collaboration is essential.	All the steps below, and I can also... - perform characters that are visibly different from myself with very occasional lapses in physical control. - experiment with voice and gesture to portray different characters. - show some awareness of the audience in performance.	All the steps below, and I can also... - refer to basic themes or issues in my own or other's performances. - show an understanding for the ways that ideas are presented and represented in performance. - reflect on and provide a simple evaluation of my work and the work of others, suggesting improvements.
3	All the steps below, and I can also... develop a role and/or understanding of a situation, through the use of drama techniques, such as hot-seating and performance skills.	All the steps below, and I can also... - make/accept suggestions to/from peers and teachers during the rehearsal process. - devise a short, clear and coherent performance for an audience. - experiment with voice and movement to create a variety of different characters.	All the steps below, and I can also... - sustain a defined character for a sustained period. - establish a character with some control over movement and voice. - recall the majority of my lines accurately.	All the steps below, and I can also... - provide some suggestions on how to improve my own work and the work of others. - provide a basic response and reasoning for my performance
2	All the steps below, and I can also... develop and refine short plays based on a range of stimulus.	All the steps below, and I can also... - create my own simple dialogue and use dialogue from existing texts to reflect a character. - create simple performances.	All the steps below, and I can also... - use my voice and body to perform a simple character. - show some understanding of drama techniques when performing.	All the steps below, and I can also... - comment on why I made certain choices in my performance. - show a basic understanding of how to convey meaning in a piece of drama. - talk about how my own work and the work of others' could be improved.
1	I can... use my imagination to make up plays that are based on stories or other stimuli and explore problems that may arise.	I can... participate in a variety of drama activities.	I can... - take part in a short performance either on my own or in a group. - demonstrate a limited amount of movement and voice in performance.	I can... make simple links between my own life and the dramas explored with little evidence provided.