

**Drama KS3 Progress Grid 2020-21**

|               | <b>Greater than expected progress</b><br>Students will be able to know/understand/do:   | <b>Expected progress</b><br>Students will be able to know/understand/do:  | <b>Less than expected progress</b><br>Students will be able to know/understand/do:  |
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| <b>Year 7</b> | <ul style="list-style-type: none"> <li>I can offer ideas/suggestions to the group and say why they would be good in our piece.</li> <li>I can create a performance which is organised well.</li> <li>I work with my group to create a performance.</li> <li>I suggest ideas and can listen to and develop the ideas of others.</li> <li>I use rehearsal time well.</li> <li>I use more than one characterisation skill when performing. (Voice, movement, gesture).</li> <li>I can hold the attention of the audience when performing.</li> <li>My piece has a clear beginning, middle and end.</li> <li>I freeze to show I have finished and the story makes sense</li> <li>I can compare my work to other groups and identify areas where I could improve. I can say what was good and why.</li> <li>I can pick out what needs to be improved and offer a way to do this with some detail.</li> <li>I have an emerging understanding of how plays are constructed and realised.</li> </ul>  | <ul style="list-style-type: none"> <li>I can create a short performance and put some ideas of my own into it.</li> <li>I can create a performance working well in my group, listening carefully to others.</li> <li>I can plan my work.</li> <li>I can face the audience when performing</li> <li>I can create a character that is different from me. (I might change my voice/movement or gesture).</li> <li>I spell most words correctly and include some drama words.</li> <li>I can pick out some good parts from a performance and suggest what could have been better.</li> <li>I am starting to understand how plays are constructed and realised.</li> </ul>  | <ul style="list-style-type: none"> <li>I can create a short performance using the ideas of others.</li> <li>I can create a performance working well in my group.</li> <li>I can plan my work with support.</li> <li>I can face the audience most of the time when performing.</li> <li>I have attempted to create a character that is different from me. (I might change my voice/movement or gesture).</li> <li>I spell most words correctly and include a few drama words.</li> <li>I can pick out one good part from a performance and suggest one idea of what could have been better.</li> <li>I have little understanding how plays are constructed and realised.</li> </ul>  |
| <b>Year 8</b> | <ul style="list-style-type: none"> <li>I offer adequate explanations of the creative intention for the performance.</li> <li>I demonstrate some sound practical creation, development and refinement of ideas from the stimuli to communicate meaning.</li> <li>I demonstrate some adequate engagement with the process of collaboration, rehearsal and refinement.</li> <li>I have an adequate use of drama terminology which is sometimes appropriate.</li> <li>I perform confidently and know how to use the performance space.</li> <li>I am aware of the audience.</li> <li>I can use multiple drama conventions in a performance, non-linear timelines, abstract work correctly.</li> <li>I create clear characters with confident use of movement, voice and gesture which is focused and sustained.</li> <li>There is a sound understanding of style, genre and theatrical conventions.</li> <li>There is a clear message communicated to the audience.</li> <li>I can give feedback about the performance, talking about plot, techniques and effects upon the audience.</li> <li>I can evaluate my own work and discuss my ideas and how they were included within the performance.</li> <li>I can show understanding of how we decided on the structure, form, content for our performance.</li> <li>I offer constructive comments about work with suggestions for improvement.</li> <li>I use drama vocabulary and most spelling is accurate.</li> <li>I can demonstrate some knowledge and understanding of the acting, directing and design skills required to realise the play.</li> </ul> | <ul style="list-style-type: none"> <li>I offer some explanations of the creative intention for the performance.</li> <li>I demonstrate awareness of sound practical creation, development and refinement of ideas from the stimuli to communicate meaning.</li> <li>I demonstrate some engagement with the process of collaboration, rehearsal and refinement.</li> <li>I attempt to use of drama terminology which is sometimes appropriate.</li> <li>I perform and know how to use the performance space most of the time.</li> <li>I am aware of the audience at times.</li> <li>I can use drama conventions in a performance, non-linear timelines, abstract work.</li> <li>I create characters with use of movement, voice and gesture which is sustained.</li> <li>There is a some understanding of style, genre and theatrical conventions.</li> <li>There is an understanding of a message communicated to the audience.</li> <li>I can give some feedback about the performance, talking about plot, techniques and effects upon the audience.</li> <li>I can evaluate my own work and how they were included within the performance.</li> <li>I can show understanding on the structure, form, content for our performance.</li> <li>I offer comments about work with suggestions for improvement.</li> <li>I use some drama vocabulary and most spelling is accurate.</li> <li>I can demonstrate an awareness of knowledge and understanding of the acting, directing and design skills required to realise the play.</li> </ul> | <ul style="list-style-type: none"> <li>I work with the group to create a performance. I can support others and encourage everyone to participate. I can suggest drama techniques to use in performance.</li> <li>I look at the work I create and develop it to make it better.</li> <li>I use my rehearsal time wisely and solve problems that arise myself or with my group.</li> <li>I perform in different styles and show understanding of different genres in performances.</li> <li>I can perform clear characters and there is use of voice, movement and gesture which is sustained within my performance.</li> <li>The audience can follow the story.</li> <li>I can pick out effective drama techniques and identify what their contribution or impact has been in a performance.</li> <li>My written evaluation uses drama vocabulary correctly.</li> <li>I have an adequate understanding of how plays are constructed and realised.</li> </ul>   |
| <b>Year 9</b> | <ul style="list-style-type: none"> <li>I offer adequate explanations of the creative intentions for the performance.</li> <li>I demonstrate competent practical creation, development and refinement of ideas from the stimuli to communicate meaning.</li> <li>I demonstrate a clear engagement with the process of collaboration, rehearsal and refinement.</li> <li>I have coherent use of drama terminology which is mostly appropriate.</li> <li>I give a generally sound individual performance, demonstrating emerging ability to combine and apply vocal and physical skills. Delivery is generally appropriate and consistent.</li> <li>Adequate vocal control is demonstrated when applying the use of clarity, pace, inflection, pitch and projection.</li> <li>There is adequate physical control demonstrated when applying the use of space, gesture, stillness and stance.</li> <li>There is a sound ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with adequate focus, energy and confidence that generally contributes to the overall performance.</li> <li>Characterisation is partially developed and shows an emerging range of moods and emotions.</li> <li>Individual performance demonstrates generally sound understanding of style, genre and theatrical conventions.</li> <li>I can give an adequate analysis with some evaluation of my personal contribution to the creation, development and refinement process of my work.</li> </ul>  | <ul style="list-style-type: none"> <li>I offer some explanations of the creative intentions for the performance.</li> <li>I demonstrate adequate practical creation, development and refinement of ideas from the stimuli to communicate meaning.</li> <li>I demonstrate an engagement with the process of collaboration, rehearsal and refinement.</li> <li>I have reasonable use of drama terminology which is mostly appropriate.</li> <li>I give some sound individual performance, demonstrating emerging ability to combine and apply vocal and physical skills. Delivery is generally appropriate and consistent.</li> <li>Attempt vocal control is demonstrated when applying the use of clarity, pace, inflection, pitch and projection.</li> <li>Attempt physical control demonstrated when applying the use of space, gesture, stillness and stance.</li> <li>There is an ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with adequate focus, energy and confidence that generally contributes to the overall performance.</li> <li>Characterisation shows an emerging range of moods and emotions.</li> <li>Individual performance demonstrates understanding of style, genre and theatrical conventions.</li> </ul>  | <ul style="list-style-type: none"> <li>I offer few explanations of the creative intention for the performance.</li> <li>I demonstrate awareness of sound practical creation, development and refinement of ideas from the stimuli to communicate meaning.</li> <li>I demonstrate some engagement with the process of collaboration, rehearsal and refinement.</li> <li>I attempt to use of drama terminology which is sometimes appropriate.</li> <li>I perform and know how to use the performance space most of the time.</li> <li>I am aware of the audience at times.</li> <li>I can use drama conventions in a performance, non-linear timelines, abstract work.</li> <li>I create characters with use of movement, voice and gesture which is sustained.</li> <li>There is a some understanding of style, genre and theatrical conventions.</li> <li>There is an understanding of a message communicated to the audience.</li> <li>I can give some feedback about the performance, talking about plot, techniques and effects upon the audience.</li> <li>I can evaluate my own work and how they were included within the performance.</li> <li>I can show understanding on the structure, form, content for our performance.</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• I can give some analysis and evaluate decisions made regarding content, genre, structure, character, form, style and language.</li><li>• I can adequately evaluate and analyse the performance skills I used within the performance.</li><li>• I can evaluate my creative intentions and say how they were realised within the performance.</li><li>• I have informed knowledge and understanding of the technical and design elements and the skills required to realise the play and how these enhanced the acting or directing skills.</li></ul> | <ul style="list-style-type: none"><li>• I can give an analysis with some evaluation of my personal contribution to the creation, development and refinement process of my work.</li><li>• I can give analysis and evaluate decisions made regarding an awareness of content, genre, structure, character, form, style and language.</li><li>• I can evaluate and analyse the performance skills I used within the performance.</li><li>• I can evaluate my creative intentions.</li><li>• I have knowledge and understanding of the technical and design elements and the skills required to realise the play and how these enhanced the acting or directing skills.</li></ul> | <ul style="list-style-type: none"><li>• I offer comments about work with suggestions for improvement.</li><li>• I use some drama vocabulary and most spelling is accurate.</li><li>• I can demonstrate an awareness of knowledge and understanding of the acting, directing and design skills required to realise the play.</li></ul> |
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