

Mid-Year Expectations		End of Year Expectations
<p>Higher Prior Attainer</p>	<p>Creating</p> <ul style="list-style-type: none"> • Students can apply teamwork skills consistently in order to structure and develop a successful performance. • Students can apply a variety of appropriate strategies, mediums and elements in performances. • Students can experiment with their own and others’ ideas developing their work as a result. <p>Performing</p> <ul style="list-style-type: none"> • Students can demonstrate a consistent audience intention, intended atmosphere and directors’ interpretation are communicated. <p>Knowledge</p> <ul style="list-style-type: none"> • Students can describe the dramatic strategies, mediums and elements covered in Year 7 and Year 8 so far. <p>Understanding (analysis and evaluation)</p> <ul style="list-style-type: none"> • Students can analyse their own and others work in relation to the intended audience reactions. 	<p>Creating</p> <ul style="list-style-type: none"> • Students can apply teamwork skills consistently in order to structure and develop a successful performance. • Students can apply a variety of appropriate strategies, mediums and elements in both scripted and devised performances. • Students can apply appropriate vocal and physical skills when creating a character for both scripted and devised pieces. • Students can experiment with their own and others’ ideas developing their work as a result. <p>Performing</p> <ul style="list-style-type: none"> • Students can communicate with effect characters, plot and relationships using physical and vocal skills (Characterisation) including proxemics, eye contact and levels so that character’s status, contrasts in characters and a sense of tension/climax is communicated to the audience. <p>Knowledge</p> <ul style="list-style-type: none"> • Students can apply a variety of appropriate dramatic strategies, mediums and elements covered in Year 7 and Year 8 to your performance work. • Students can apply knowledge and understanding of a plays themes, characters and plot. Including the social, cultural, political, historical context of the play. • Students can apply in your performances your understanding of the characters, plot, relationships within the scripted performance. <p>Understanding (analysis and evaluation)</p> <ul style="list-style-type: none"> • Students can evaluate, refine and develop their work in progress. • Students can describe and analyse with clear examples their own and others’ performances in relation to the intended outcomes .



Mid-Year Expectations		End of Year Expectations
<p>Middle Prior Attainer</p>	<p>Creating</p> <ul style="list-style-type: none"> • Students can apply teamwork skills consistently to work effectively in a group. • Students can apply appropriate vocal and physical skills when creating a character. • Students can experiment with their own and others’ ideas. <p>Performing</p> <ul style="list-style-type: none"> • Students can demonstrate some moments where the audience intention, intended atmosphere and directors’ interpretation are communicated. <p>Knowledge</p> <ul style="list-style-type: none"> • Students can describe the dramatic strategies, mediums and elements covered in Year 7 and Half Term 1 – 3 in Year 8. <p>Understanding (analysis and evaluation)</p> <ul style="list-style-type: none"> • Students can identify, describe and analyse their own and others’ strengths and areas for development. 	<p>Creating</p> <ul style="list-style-type: none"> • Students can apply teamwork skills consistently in order to structure and develop a successful performance. • Students can apply a variety of appropriate strategies, mediums and elements in a scripted performance. • Students can apply appropriate mediums such as space, levels and eye contact that starts to demonstrate status, tension and contrasts. • Students can apply appropriate vocal and physical skills when creating a character for a scripted piece. • Students can experiment with their own and others’ ideas developing their work as a result. <p>Performing</p> <ul style="list-style-type: none"> • Students can apply appropriate mediums such as space, levels and eye contact that starts to demonstrate status, tension and contrasts. • Students can communicate with some effect characters, plot and relationships using physical and vocal skills (Characterisation) including proxemics, eye contact and levels so that character’s status, contrasts in characters and a sense of tension/climax is communicated to the audience. This may not always be sustained. <p>Knowledge</p> <ul style="list-style-type: none"> • Students can describe the dramatic strategies, mediums and elements covered in Year 7 and Year 8. • Students have knowledge and understanding of a plays themes, characters and plot. Including the social, cultural, political, historical context of the play. • Students can explain an understanding of the characters, plot, relationships within the scripted performance. <p>Understanding (analysis and evaluation)</p> <ul style="list-style-type: none"> • Students can evaluate, refine and develop their work in progress. • Students can describe with clear examples and analyse their own and others’ performances strengths and areas for development.



Mid-Year Expectations		End of Year Expectations
<p>Lower Prior Attainer</p>	<p>Creating</p> <ul style="list-style-type: none"> • Students can consistently apply key skills when working in a team i.e. focus, cooperation, participation, listening, organising and confidence. · • Students can apply a variety of strategies to their drama. • Students can contribute some creative ideas. <p>Performing</p> <ul style="list-style-type: none"> • Students can communicate some developing competency in the use of appropriate physical and vocal (characterisation) skills. • React to others on stage appropriately. <p>Knowledge</p> <ul style="list-style-type: none"> • Students can describe the dramatic strategies, mediums and elements covered in Half Term 1 – 3 and Year 7. • Students can describe how stage directions are used in rehearsals. <p>Understanding (analysis and evaluation)</p> <ul style="list-style-type: none"> • Students can identify and describes a range of production elements, strategies and mediums used in professional theatre. 	<p>Creating</p> <ul style="list-style-type: none"> • Students can apply teamwork skills consistently to work effectively in a group. • Students can apply appropriate vocal and physical skills when creating a character. · • Students can understand how character objectives can be used to enhance a character. · • Students can use mediums such as space, eye contact and levels to communicate relationships on stage. • Students can experiment with their own and others’ ideas. <p>Performing</p> <ul style="list-style-type: none"> • Students can communicate with some effect characters, plot and relationships using physical and vocal skills (Characterisation) including proxemics, eye contact and levels so that character’s status, contrasts in characters and a sense of tension/climax is communicated to the audience. This may not always be sustained. • Students can demonstrate some moments where the audience intention, intended atmosphere and directors’ interpretation are communicated. <p>Knowledge</p> <ul style="list-style-type: none"> • Students can describe the dramatic strategies, mediums and elements covered in Year 7 and Half Term 1 – 6 in Year 8. <p>Understanding (analysis and evaluation)</p> <ul style="list-style-type: none"> • Students can identify, describe and analyse their own and others’ strengths and areas for development.

