

Drama – KS3 Curriculum Threshold



Year/Progress Thresholds					
Year 7 Expectations	Year 8 Expectations	Year 9 Expectations	Devising	Performing	Evaluating/Analysing
		Fluent	<ul style="list-style-type: none"> I have confidence in preparing for performances, through drawing on shared research and exploring and demonstrating the research from other practitioners. I can use complex drama techniques fluidly within my performance to help tell my story and educate my audience. I have chosen the staging to use which will include audience involvement, as well as directing creative scenes techniques. I have incorporated all of the devising elements that enhance my performance. I am consistently creating an effective atmosphere. I can make design decisions which consistently enhance my artistic intention. 	<ul style="list-style-type: none"> I am facing the audience for all of the performance. I can decide on where I stand on stage in relation to relationships with others and say dialogue as my character and include an effective monologue. I can express well thought out character emotions through developed character features. I can use complex drama techniques fluidly within my performance to help tell my story and highlight key moments within a story. I have chosen the staging to use which will include audience involvement. I am constantly creating a desired atmosphere to intrigue the audience. 	<ul style="list-style-type: none"> I can describe the use of physical and vocal skills in my own and other's work with detail. I can confidently identify strengths and sections that were successful in my own and other's work using a variety of key terminology including a range of performance skills and theatrical devices. I can confidently identify areas to improve in both my own and other's performances using a variety of key terminology including a range of performance skills and theatrical devices. I can evaluate by commenting on multiple specific parts of the performance and give constructive feedback for areas of improvement with clear examples of ways to improve.
	Fluent	Complete	<ul style="list-style-type: none"> I have a competent approach to preparing for performance. I can draw on some research within the theme/topic using some methods of other practitioners within their work. I can use numerous complex drama techniques within my performance that I have chosen to include with the intention to educate my audience. I have chosen the staging to use which will include limited audience involvement, as well as directing some scenes techniques. I have incorporated most devising elements for my performance. I am frequently creating an effective atmosphere. I can make design decisions which enhance my artistic intention. 	<ul style="list-style-type: none"> I am facing the audience for all of the performance. I can frequently decide on where I stand on stage in relation to relationships with others and say dialogue as my character and include a monologue. I can express my character's emotions through developed character features. I can frequently include complex drama techniques fluidly within my performance to help tell my story and highlight key moments within a story. I have contributed to the staging to use which will include audience involvement. I am often creating a desired atmosphere to intrigue the audience. 	<ul style="list-style-type: none"> I can describe the use of physical and vocal skills in my own and other's work. I can identify strengths and sections that were successful in my own and other's work using a variety of key terminology including some performance skills and theatrical devices. I can identify areas to improve in both my own and other's performances using a variety of key terminology including some performance skills and theatrical devices. I can evaluate by commenting on some specific parts of the performance and give constructive feedback for areas of improvement.
Fluent	Complete	Substantial	<ul style="list-style-type: none"> I can develop confidence in my approach to performance. I can clearly reference research within the themes of my piece. I can use some complex drama techniques within my performance that I have chosen to include with an attempt to educate my audience. I have chosen the staging to use with the aim of using audience involvement, as well as directing limited scenes techniques. I have incorporated some devising elements for my performance. I am often creating an effective atmosphere. I can make design decisions which communicate my artistic intention. 	<ul style="list-style-type: none"> I am facing the audience for most of the performance. I can often decide on where I stand on stage in relation to relationships with others and say dialogue as my character and include a mini monologue. I can express my character's emotions through character features. I can often use complex drama techniques fluidly within my performance to help tell my story and highlight key moments within a story. I have often contributed to the chosen staging to use which will include audience involvement. I am often creating a desired atmosphere to intrigue the audience. 	<ul style="list-style-type: none"> I can describe the use of some physical and vocal skills in my own and other's work. I can identify strengths and sections that were successful in my own and other's work using key terminology including some performance skills. I can identify areas to improve in both my own and other's performances using key terminology including some performance skills. I can explain why these performances were good and why they need to improve.

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Complete	Substantial	Establishing	<ul style="list-style-type: none"> • I can make significant contributions to discussions. • I have a clear vision for the performances. • I can listen carefully and make contributions during discussions on the ideas and views of others. • I can use some drama techniques within my performance that have been chosen to include. • I have considered the staging to use, with the aim of using audience involvement. • I have incorporated limited devising elements for my performance. • I am sometimes creating an effective atmosphere. 	<ul style="list-style-type: none"> • I am facing the audience for most of the performance. • I can attempt to decide on where I stand on stage in relation to relationships with others and say dialogue as my character and include an extended thought track. • I can express my character's emotions through some character features. • I can attempt to use complex drama techniques within my performance to help tell my story and highlight key moments within a story. • I have attempted to contribute to the chosen staging to use which will include audience involvement. • I am attempting to create a desired atmosphere. 	<ul style="list-style-type: none"> • I can identify and describe simple physical and vocal skills in my own and other's dances. • I can identify and describe strengths and sections that were successful in my own and other's work using some key terminology. • I can identify and describe areas to improve in both my own and other's performance using some key terminology. • I can explain why these performances were good and why they need to improve.
Substantial	Establishing	Initial	<ul style="list-style-type: none"> • I can cooperate with a range of different pupils, sharing some ideas. • I can help to structure scenes. • I can contribute to a simple vision/intention for the performance. • I can use three drama techniques within my performance that I have chosen to include and create an original performance. 	<ul style="list-style-type: none"> • I am facing the audience for all of the performance. • I can use voice and physical skills to create basic characters. • I can begin to apply some simple theatrical skills, which sometimes realise the aims of the performance, though this may not be consistent. 	<ul style="list-style-type: none"> • I can identify physical and vocal skills in other's work independently. • I can identify strengths and sections that were successful in my own and other's work independently. • I can identify areas to improve in both my own and other's performances independently. • With help I can explain why these performances were good and why they need to improve.
Establishing	Initial		<ul style="list-style-type: none"> • I can suggest ideas, but this may not be consistent. • I can practise and work cooperatively to aid the development of ideas. • I can use two drama techniques within my performance and create an original performance. 	<ul style="list-style-type: none"> • I can start to use my voice and physical skills to explore characteristics. • I can apply a narrow range of theatrical skills which means there is inconsistency in the aims of their performance. • I am facing the audience for most of the performance. 	<ul style="list-style-type: none"> • I can identify simple physical and vocal skills in my own and other's work with help. • I can identify strengths and sections that were successful in my own and other's work with help. • I can identify areas to improve in both my own and other's performances with help.
Initial			<ul style="list-style-type: none"> • I can listen to others during group discussions. • I can, when questioned, convey some simple ideas for scenes such as emotions or locations. • I can use one drama technique within my performance and create an original performance. 	<ul style="list-style-type: none"> • I can explore voice and physical skills. • I can explore simple performance concepts and follow instructions. • I am facing the audience for some of the performance. 	<ul style="list-style-type: none"> • With help, I can identify simple physical and vocal skills in my own work. • I can find some strengths in my own work with help. • I can identify some areas to improve in my own performance with help.