

	Working towards Y7 Expected standards	Y7 Expected Standards	Y8 Expected Standards	Y9 Expected Standards	Working above Y9 Expected Standards	Working well above Y9 Expected Standards
Working with Script Year 7 – Plague Village / Ernie’s Incredible Illucinations Year 8 – Hard to Swallow Year 9 – Too Much Punch for Judy & Blood Brothers	<p>I understand the role of a playwright.</p> <p>I can differentiate between lines and stage directions.</p> <p>I can answer questions about most of the characters.</p>	<p>I understand the difference between a playwright and director.</p> <p>I can differentiate between lines and stage directions</p> <p>I understand the role of different characters.</p> <p>I can answer questions about the characters referring back to moments in the plot.</p>	<p>I can write effectively in role to create a scripted monologue containing moments of emotion and atmosphere for the audience</p> <p>My knowledge of the play is good.</p> <p>I can answer questions about the characters referring back to moments in the plot.</p> <p>I consider the atmosphere of key moments and the impact they might have on an audience.</p>	<p>I demonstrate very good knowledge of the play through my use of still image, thought-tracking, role-play and hot-seating.</p> <p>I am actively involved in all practical tasks.</p> <p>I can answer questions about the characters, themes and plot referring back to moments in the play.</p> <p>I consider the atmosphere of key moments and the impact they might have on an audience.</p>	<p>I demonstrate excellent knowledge of the play through my use of still image, thought-tracking, role-play and hot-seating</p> <p>I confidently volunteer answers about the characters, themes and plot.</p> <p>I am creative and actively involved in all practical tasks.</p> <p>I consider the aims and intentions of the playwright for an audience.</p> <p>I demonstrate an understanding of social and historical context.</p>	<p>My knowledge of the play is outstanding.</p> <p>I am highly creative and actively involved in all practical tasks.</p> <p>I answer questions about the characters, themes and structure of the play confidently demonstrating my depth of knowledge.</p> <p>I consider the aims and intentions of the playwright on the target audience.</p> <p>I link my understanding back to social and historical context justifying its relevance to the text.</p>
Devising	<p>I can explain what still image, thought-tracking and hot-seating are however need help when using explorative strategies.</p> <p>I listen and follow the direction of others.</p>	<p>I can successfully create a still image, thought-track and ask questions in a hot-seating exercise.</p> <p>I listen to the ideas of others and make useful suggestions to organise and shape group work.</p> <p>I suggest ways in which lights and sound can be used to create atmosphere.</p> <p>I ensure that my use of space and levels are clear to the audience.</p>	<p>I can use explorative strategies effectively when instructed by my teacher.</p> <p>I listen to the ideas of others and make useful suggestions to organise and shape group work.</p> <p>I suggest ways in which lights, sound and pace can be used to create tension and atmosphere.</p> <p>I think carefully about my use of space and levels to show the relationships of characters in my drama.</p>	<p>I can use explorative strategies effectively in practical work.</p> <p>I am actively involved in the organisation and shaping of group work.</p> <p>I suggest ways in which drama medium and elements could be used to create tension and atmosphere.</p> <p>I think carefully about my use of space and levels to convey symbolic meaning to the audience.</p>	<p>I am original and inventive in my use of explorative strategies in practical work.</p> <p>I take responsibility for the organisation and shaping of group work.</p> <p>I am creative in my use of a combinations of drama medium and elements to successfully create tension and atmosphere for the audience.</p> <p>My use of space and levels clearly convey symbolic meaning to the audience.</p>	<p>I am original and highly inventive in my use of explorative strategies in practical work.</p> <p>I take responsibility for the organisation and shaping of group work having a positive impact on the development of my peers.</p> <p>I am creative in my use of a combinations of drama medium and elements to successfully create tension and atmosphere for the audience.</p> <p>I experiment with different performance styles to successfully convey symbolic meaning impacting the audience.</p>
Performing	<p>I am focused throughout the majority of my performance but might come slightly out of character at times.</p> <p>My use of facial expression, body language and movement suggest a character to the audience however the age and sex may not always be clear.</p>	<p>I am focused and in role throughout my performance.</p> <p>My use of facial expression, body language, movement, mime and gesture demonstrate character clearly to the audience.</p> <p>I can adapt my characterisation to show a clear change in character.</p> <p>I position myself on stage so that I can be seen clearly by the audience. I am careful not to ‘block’ other performers.</p>	<p>I am focused and in role throughout my performance.</p> <p>I use empathy to successfully convey believable emotion to the audience.</p> <p>My use of facial expression, body language, movement, mime and gesture clearly suggest the age, sex and status of my character.</p> <p>I can use physical theatre clearly and effectively to convey symbolic meaning to the audience.</p>	<p>I <u>connect</u> with my character using facial expressions, body language, movement, mime and gesture to convey <u>believably</u> the age, sex, status and emotion to the audience.</p> <p>I successfully adapt my voice to suit my character considering tone, pitch and dialect.</p> <p>I am fully committed and focused throughout my performance.</p> <p>I show a clear change in character when using multi-role.</p> <p>I communicate to the audience clearly holding their attention.</p>	<p>I connect emotionally to my character. I use my facial expressions, body language, movement, mime and gesture to convey some real emotion to the audience.</p> <p>My use characterisation is completely believable and conveys the age, sex, status and demeanour of my role.</p> <p>The pitch, pace, tone and dialect of my voice is appropriate and effective.</p> <p>All physical elements of performance are controlled.</p> <p>I connect with the audience to evoke an emotional response.</p>	<p>I fully connect and commit to my character. I use emotion memory to create facial expressions, body language, movement, mime and gesture that conveys real emotion to the audience.</p> <p>My use characterisation clearly and realistically conveys the age, sex, status and demeanour of my role.</p> <p>The pitch, pace, tone and dialect of my voice is appropriate and effective.</p> <p>All physical elements of performance are controlled and deliberate.</p> <p>I fully connect with the audience to evoke an emotional response.</p>
Evaluating	<p>I can say what I liked about the work of others but might not be able to fully explain why.</p> <p>I can sometimes point out areas for improvement.</p>	<p>I can evaluate other people’s work, commenting on what worked well and what could be improved.</p>	<p>I can evaluate other people’s work, commenting on what worked well and <u>how</u> it could be improved.</p> <p>I give realistic advice and examples of how practical work could be improved.</p>	<p>I can evaluate other people’s work, commenting on what worked well and how it could be improved.</p> <p>I justify my comments linking them back to the impact on the audience and their understanding.</p> <p>I can evaluate the impact of lighting and sound in relation to the creation of tension, atmosphere and symbolic meaning.</p>	<p>I can evaluate other people’s work, commenting on what worked well and how it could be improved.</p> <p>I fully justify my comments linking them to the creation of theatrical style and form.</p> <p>I fully consider and justify the intended impact on the audience.</p> <p>I can evaluate the impact of lighting and sound, pace and style in relation to the creation of tension, atmosphere and symbolic meaning.</p>	<p>I can evaluate other people’s work, commenting on what worked well and how it could be improved.</p> <p>I fully justify my comments linking them to the creation of theatrical style and form.</p> <p>I fully consider and justify the intended impact on the audience.</p> <p>I can evaluate the impact of a combination of drama medium and elements in relation to the creation of tension, atmosphere and symbolic meaning.</p>

	Working towards Y7 Expected standards	Y7 Expected Standards *MEETING*	Working above Y7 Expected Standards	Working well above Y7 Expected Standards
Working with Script Year 7 – Plague Village / <i>Ernie's Incredible Illusions</i> Year 8 – <i>Hard to Swallow</i> Year 9 – <i>Too Much Punch for Judy</i> & <i>Blood Brothers</i>	I understand the role of a playwright. I can differentiate between lines and stage directions. I can answer questions about most of the characters.	I understand the difference between a playwright and director. I can differentiate between lines and stage directions I understand the role of different characters. I can answer questions about the characters referring back to moments in the plot.	I can write effectively in role to create a scripted monologue containing moments of emotion and atmosphere for the audience My knowledge of the play is good. I can answer questions about the characters referring back to moments in the plot. I consider the atmosphere of key moments and the impact they might have on an audience.	I demonstrate very good knowledge of the play through my use of still image, thought-tracking, role-play and hot-seating. I am actively involved in all practical tasks. I can answer questions about the characters, themes and plot referring back to moments in the play. I consider the atmosphere of key moments and the impact they might have on an audience.
Devising	I can explain what still image, thought-tracking and hot-seating are however need help when using explorative strategies. I listen and follow the direction of others.	I can successfully create a still image, thought-track and ask questions in a hot-seating exercise. I listen to the ideas of others and make useful suggestions to organise and shape group work. I suggest ways in which lights and sound can be used to create atmosphere. I ensure that my use of space and levels are clear to the audience.	I can use explorative strategies effectively when instructed by my teacher. I listen to the ideas of others and make useful suggestions to organise and shape group work. I suggest ways in which lights, sound and pace can be used to create tension and atmosphere. I think carefully about my use of space and levels to show the relationships of characters in my drama.	I can use explorative strategies effectively in practical work. I am actively involved in the organisation and shaping of group work. I suggest ways in which drama medium and elements could be used to create tension and atmosphere. I think carefully about my use of space and levels to convey symbolic meaning to the audience.
Performing	I am focused throughout the majority of my performance but might come slightly out of character at times. My use of facial expression, body language and movement suggest a character to the audience however the age and sex may not always be clear.	I am focused and in role throughout my performance. My use of facial expression, body language, movement, mime and gesture demonstrate character clearly to the audience. I can adapt my characterisation to show a clear change in character. I position myself on stage so that I can be seen clearly by the audience. I am careful not to 'block' other performers.	I am focused and in role throughout my performance. I use empathy to successfully convey believable emotion to the audience. My use of facial expression, body language, movement, mime and gesture clearly suggest the age, sex and status of my character. I can use physical theatre clearly and effectively to convey symbolic meaning to the audience.	I <u>connect</u> with my character using facial expressions, body language, movement, mime and gesture to convey <u>believably</u> the age, sex, status and emotion to the audience. I successfully adapt my voice to suit my character considering tone, pitch and dialect. I am fully committed and focused throughout my performance. I show a clear change in character when using multi-role. I communicate to the audience clearly holding their attention.
Evaluating	I can say what I liked about the work of others but might not be able to fully explain why. I can sometimes point out areas for improvement.	I can evaluate other people's work, commenting on what worked well and what could be improved.	I can evaluate other people's work, commenting on what worked well and <u>how</u> it could be improved. I give realistic advice and examples of how practical work could be improved.	I can evaluate other people's work, commenting on what worked well and how it could be improved. I justify my comments linking them back to the impact on the audience and their understanding. I can evaluate the impact of lighting and sound in relation to the creation of tension, atmosphere and symbolic meaning.

	Working towards Y8 Expected standards	Y8 Expected Standards *MEETING*	Working above Y8 Expected Standards	Working well above Y8 Expected Standards
<p>Working with Script</p> <p>Year 7 – Plague Village / Ernie’s Incredible Illusions</p> <p>Year 8 – Hard to Swallow</p> <p>Year 9 – Too Much Punch for Judy & Blood Brothers</p>	<p>I understand the difference between a playwright and director.</p> <p>I can differentiate between lines and stage directions</p> <p>I understand the role of different characters.</p> <p>I can answer questions about the characters referring back to moments in the plot.</p>	<p>I can write effectively in role to create a scripted monologue containing moments of emotion and atmosphere for the audience</p> <p>My knowledge of the play is good.</p> <p>I can answer questions about the characters referring back to moments in the plot.</p> <p>I consider the atmosphere of key moments and the impact they might have on an audience.</p>	<p>I demonstrate very good knowledge of the play through my use of still image, thought-tracking, role-play and hot-seating.</p> <p>I am actively involved in all practical tasks.</p> <p>I can answer questions about the characters, themes and plot referring back to moments in the play.</p> <p>I consider the atmosphere of key moments and the impact they might have on an audience.</p>	<p>I demonstrate excellent knowledge of the play through my use of still image, thought-tracking, role-play and hot-seating</p> <p>I confidently volunteer answers about the characters, themes and plot.</p> <p>I am creative and actively involved in all practical tasks.</p> <p>I consider the aims and intentions of the playwright for an audience.</p> <p>I demonstrate an understanding of social and historical context.</p>
Devising	<p>I can successfully create a still image, thought-track and ask questions in a hot-seating exercise.</p> <p>I listen to the ideas of others and make useful suggestions to organise and shape group work.</p> <p>I suggest ways in which lights and sound can be used to create atmosphere.</p> <p>I ensure that my use of space and levels are clear to the audience.</p>	<p>I can use explorative strategies effectively when instructed by my teacher.</p> <p>I listen to the ideas of others and make useful suggestions to organise and shape group work.</p> <p>I suggest ways in which lights, sound and pace can be used to create tension and atmosphere.</p> <p>I think carefully about my use of space and levels to show the relationships of characters in my drama.</p>	<p>I can use explorative strategies effectively in practical work.</p> <p>I am actively involved in the organisation and shaping of group work.</p> <p>I suggest ways in which drama medium and elements could be used to create tension and atmosphere.</p> <p>I think carefully about my use of space and levels to convey symbolic meaning to the audience.</p>	<p>I am original and inventive in my use of explorative strategies in practical work.</p> <p>I take responsibility for the organisation and shaping of group work.</p> <p>I am creative in my use of a combinations of drama medium and elements to successfully create tension and atmosphere for the audience.</p> <p>My use of space and levels clearly convey symbolic meaning to the audience.</p>
Performing	<p>I am focused and in role throughout my performance.</p> <p>My use of facial expression, body language, movement, mime and gesture demonstrate character clearly to the audience.</p> <p>I can adapt my characterisation to show a clear change in character.</p> <p>I position myself on stage so that I can be seen clearly by the audience. I am careful not to ‘block’ other performers.</p>	<p>I am focused and in role throughout my performance.</p> <p>I use empathy to successfully convey believable emotion to the audience.</p> <p>My use of facial expression, body language, movement, mime and gesture clearly suggest the age, sex and status of my character.</p> <p>I can use physical theatre clearly and effectively to convey symbolic meaning to the audience.</p>	<p>I <u>connect</u> with my character using facial expressions, body language, movement, mime and gesture to convey <u>believably</u> the age, sex, status and emotion to the audience.</p> <p>I successfully adapt my voice to suit my character considering tone, pitch and dialect.</p> <p>I am fully committed and focused throughout my performance.</p> <p>I show a clear change in character when using multi-role.</p> <p>I communicate to the audience clearly holding their attention.</p>	<p>I connect emotionally to my character. I use my facial expressions, body language, movement, mime and gesture to convey some real emotion to the audience.</p> <p>My use characterisation is completely believable and conveys the age, sex, status and demeanour of my role.</p> <p>The pitch, pace, tone and dialect of my voice is appropriate and effective.</p> <p>All physical elements of performance are controlled.</p> <p>I connect with the audience to evoke an emotional response.</p>
Evaluating	<p>I can evaluate other people’s work, commenting on what worked well and what could be improved.</p>	<p>I can evaluate other people’s work, commenting on what worked well and <u>how</u> it could be improved.</p> <p>I give realistic advice and examples of how practical work could be improved.</p>	<p>I can evaluate other people’s work, commenting on what worked well and how it could be improved.</p> <p>I justify my comments linking them back to the impact on the audience and their understanding.</p> <p>I can evaluate the impact of lighting and sound in relation to the creation of tension, atmosphere and symbolic meaning.</p>	<p>I can evaluate other people’s work, commenting on what worked well and how it could be improved.</p> <p>I fully justify my comments linking them to the creation of theatrical style and form.</p> <p>I fully consider and justify the intended impact on the audience.</p> <p>I can evaluate the impact of lighting and sound, pace and style in relation to the creation of tension, atmosphere and symbolic meaning.</p>

	Working towards Y9 Expected standards	Y9 Expected Standards *MEETING*	Working above Y9 Expected Standards	Working well above Y9 Expected Standards
<p>Working with Script</p> <p>Year 7 – Plague Village / Ernie’s Incredible Illusions</p> <p>Year 8 – Hard to Swallow</p> <p>Year 9 – Too Much Punch for Judy & Blood Brothers</p>	<p>I can write effectively in role to create a scripted monologue containing moments of emotion and atmosphere for the audience My knowledge of the play is good. I can answer questions about the characters referring back to moments in the plot. I consider the atmosphere of key moments and the impact they might have on an audience.</p>	<p>I demonstrate very good knowledge of the play through my use of still image, thought-tracking, role-play and hot-seating. I am actively involved in all practical tasks. I can answer questions about the characters, themes and plot referring back to moments in the play. I consider the atmosphere of key moments and the impact they might have on an audience.</p>	<p>I demonstrate excellent knowledge of the play through my use of still image, thought-tracking, role-play and hot-seating I confidently volunteer answers about the characters, themes and plot. I am creative and actively involved in all practical tasks. I consider the aims and intentions of the playwright for an audience. I demonstrate an understanding of social and historical context.</p>	<p>My knowledge of the play is outstanding. I am highly creative and actively involved in all practical tasks. I answer questions about the characters, themes and structure of the play confidently demonstrating my depth of knowledge. I consider the aims and intentions of the playwright on the target audience. I link my understanding back to social and historical context justifying its relevance to the text.</p>
Devising	<p>I can use explorative strategies effectively when instructed by my teacher. I listen to the ideas of others and make useful suggestions to organise and shape group work. I suggest ways in which lights, sound and pace can be used to create tension and atmosphere. I think carefully about my use of space and levels to show the relationships of characters in my drama.</p>	<p>I can use explorative strategies effectively in practical work. I am actively involved in the organisation and shaping of group work. I suggest ways in which drama medium and elements could be used to create tension and atmosphere. I think carefully about my use of space and levels to convey symbolic meaning to the audience.</p>	<p>I am original and inventive in my use of explorative strategies in practical work. I take responsibility for the organisation and shaping of group work. I am creative in my use of a combinations of drama medium and elements to successfully create tension and atmosphere for the audience. My use of space and levels clearly convey symbolic meaning to the audience.</p>	<p>I am original and highly inventive in my use of explorative strategies in practical work. I take responsibility for the organisation and shaping of group work having a positive impact on the development of my peers. I am creative in my use of a combinations of drama medium and elements to successfully create tension and atmosphere for the audience. I experiment with different performance styles to successfully convey symbolic meaning impacting the audience.</p>
Performing	<p>I am focused and in role throughout my performance. I use empathy to successfully convey believable emotion to the audience. My use of facial expression, body language, movement, mime and gesture clearly suggest the age, sex and status of my character. I can use physical theatre clearly and effectively to convey symbolic meaning to the audience.</p>	<p>I <u>connect</u> with my character using facial expressions, body language, movement, mime and gesture to convey <u>believably</u> the age, sex, status and emotion to the audience. I successfully adapt my voice to suit my character considering tone, pitch and dialect. I am fully committed and focused throughout my performance. I show a clear change in character when using multi-role. I communicate to the audience clearly holding their attention.</p>	<p>I connect emotionally to my character. I use my facial expressions, body language, movement, mime and gesture to convey some real emotion to the audience. My use characterisation is completely believable and conveys the age, sex, status and demeanour of my role. The pitch, pace, tone and dialect of my voice is appropriate and effective. All physical elements of performance are controlled. I connect with the audience to evoke an emotional response.</p>	<p>I fully connect and commit to my character. I use emotion memory to create facial expressions, body language, movement, mime and gesture that conveys real emotion to the audience. My use characterisation clearly and realistically conveys the age, sex, status and demeanour of my role. The pitch, pace, tone and dialect of my voice is appropriate and effective. All physical elements of performance are controlled and deliberate. I fully connect with the audience to evoke an emotional response.</p>
Evaluating	<p>I can evaluate other people’s work, commenting on what worked well and <u>how</u> it could be improved. I give realistic advice and examples of how practical work could be improved.</p>	<p>I can evaluate other people’s work, commenting on what worked well and how it could be improved. I justify my comments linking them back to the impact on the audience and their understanding. I can evaluate the impact of lighting and sound in relation to the creation of tension, atmosphere and symbolic meaning.</p>	<p>I can evaluate other people’s work, commenting on what worked well and how it could be improved. I fully justify my comments linking them to the creation of theatrical style and form. I fully consider and justify the intended impact on the audience. I can evaluate the impact of lighting and sound, pace and style in relation to the creation of tension, atmosphere and symbolic meaning.</p>	<p>I can evaluate other people’s work, commenting on what worked well and how it could be improved. I fully justify my comments linking them to the creation of theatrical style and form. I fully consider and justify the intended impact on the audience. I can evaluate the impact of a combination of drama medium and elements in relation to the creation of tension, atmosphere and symbolic meaning.</p>