

Creating	Performing	Responding
Develop impressive ideas for performance outcomes that communicate challenging meanings with sophistication	Apply challenging theatrical skills sophisticatedly to realise artistic intentions	Produce impressive and mature critical analysis and evaluation of drama seen and made, making sophisticated use of a range of diverse sources
Highly inventive ideas from a stimulus	Highly committed during performance	An analytical response to script shows understanding of the extract and the play as a whole as well as beginning to draw upon the social and historical context.
Significant contribution within group work and performance	Technical resources used in a different way in order to affect the audience	Analyse the appropriateness of design elements and discuss how it affected meaning.
Extremely well-rehearsed to allow successful realisation of intent on stage	Skillful characterisation that reflects the intent of the piece	Analyse the effectiveness of drama in exploring complex issues and discuss how it has changed their own views.
Experiment with drama skills for different outcomes	Contrasting moods and atmospheres in performance – use of lights, props, set and sound to assist.	Analyse the effect of skills used in a range of roles taking into account purpose and audience.
Take on direction to refine their work	Contrasting in rhythm, pace and tempo, sound and silence used for effect	Analyse how their own and others interpretation of character changes meaning.
Able to draw upon different styles, genres and traditions for different audiences.	Work with scripts as well as incorporating characterisation skills	Use their knowledge of dramatic contexts to evaluate their own and others work.
Select and confidently use a range of skills to create dramatic outcomes	Display clear meaning to an audience through performance	Evaluate the effectiveness of drama in exploring a range of issues.
Make meaning independently from stimuli	Sustain a clear character for a reasonable amount of time	Evaluate the effectiveness of language and conventions used in scripts.
Use rehearsal to improve and refine their piece	Able to select appropriate technical resources	Evaluate the appropriateness in skills used in a defined role.

Displaying different issues and relationships in their drama e.g. parent and child	Refined use of voice through use of pace, pitch, emphasis and volume.	Comment on the effective use of drama in exploring and interpreting an issue or theme.
Able to use scripts, learn lines and follow stage directions.	Able to play different characters.	Give and accept suggestions and ideas during the rehearsal process.
Drama skills/strategies are being used to tell the story in different ways.	Characters are demonstrated with control over voice and movement.	Evaluate their own work and others.
Working confidently in groups.	Movement and voice is used to show an understanding of the character and the story.	Reflect on and begin to evaluate own work and others. Make suggestions for improvement using basic terminology.
Pieces have a clear beginning, middle and end.	Able to use facial expressions to demonstrate what character is feeling.	Comment on the effectiveness of their decisions.
Devising ideas in small groups from a starting point within time slot given	Some audience awareness.	Begin to evaluate the appropriateness of their use of voice, gesture and facial expression.
Work includes lesson specific skill/ focus and is used correctly	Heard when speak on stage.	Discuss their own work and the work of others, showing understanding of different drama forms e.g. the way the story is told, the characters portrayed and the themes depicted.
Sensibly work with others during small group work.	Can speak in a performance in front of classmates.	Reflect upon their choice of voice, movement, gesture and facial expression.
Join in all the drama exercises.	Can take part in a performance	Is able to say why they did what they did

Y7	Expected	Above	Exceeding
Y8	Expected	Above	Exceeding
Y9	Expected	Above	Exceeding
KS4	Expected	Above	Exceeding