

Drama (Year 8)

<p>Initial – a student who is still initial will be able to partially meet some of the following with support:</p>	<p>Emerging – a student whose understanding is still emerging will be able to:</p>	<p>Developing – a student whose understanding is developing will also be able to:</p>	<p>Secure – a student whose understanding is secure will also be able to:</p>	<p>Advanced – a student whose understanding is advanced will be able to do some of the following:</p>	<p>Mastered – a student who has mastered their understanding will be able to do all of the following consistently:</p>
<p>Can work as part of a group and can cooperate with others. Can create a simple character and develop some clear speech in role. Can focus for some of the time in rehearsal.</p>		<p>Can listen to and cooperate with others, sometimes suggesting ideas to develop their own role. Can stay focused for most of the time in rehearsal.</p>	<p>Can stay focused throughout rehearsal and suggest ideas to develop the work and roles. Can create a well-developed character with a viewpoint different from their own.</p>	<p>Can suggest ideas, lead and direct a group to develop work and roles, helping others sensitively in rehearsal. Can create drama in a variety of styles and devise a range of well-developed characters with extended roles. Can use a wide range of naturalistic and non-naturalistic drama techniques with success.</p>	
<p>Can remember some lines and co-operate with others on stage. Can speak in role and show some support for others on stage. Is aware of what they want to communicate to an audience. Can usually face the audience.</p>		<p>Can create a clear character with a viewpoint different from their own. Can devise both natural and non-naturalistic scenes which they attempt to shape into a satisfactory dramatic structure.</p>	<p>Can devise both natural and non-naturalistic scenes which they can shape into a successful dramatic structure. Can speak clearly, using a range of vocal and movement skills to create a character clearly different to themselves. Can stay in role on stage and provide effective support for others in performance.</p>	<p>Has a very good control over all aspects of stage performance, showing confidence, originality and commitment in role. Can provide sensitive support for others on stage, and their performance has a major contribution in conveying the play's intentions to an audience. Can show an excellent understanding of drama genres, styles, conventions and techniques.</p>	

<p>Can give feedback using full sentences about their strengths and weaknesses and identify targets for improvement.</p> <p>Can peer assess practical and written work using full sentences.</p>	<p>Can learn most of their lines and stay in role for most of a performance.</p> <p>Can speak in role, changing their tone, pitch and volume to express a character clearly.</p> <p>Can use body language to communicate a character clearly.</p> <p>Is aware of what they want to communicate to an audience.</p> <p>Can identify specific reasons from their own work, and the work of others, evaluate what was successful.</p> <p>Can provide feedback to the class about their strengths and weaknesses and identify targets for improvement. Can convey ideas to an audience through their stage work.</p> <p>Can perform both natural and non- naturalistic performance work that clearly communicate meaning to the audience.</p> <p>Can identify strengths and weaknesses in both their work and that of others.</p> <p>Can write thoughtfully about the skills and processes of drama.</p>		<p>Their feedback is perceptive, analytical and detailed, showing original insight.</p> <p>Can use drama terminology with accuracy in both practical evaluation and written work.</p>
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