

Level	Making	Performing	Responding
<p style="text-align: center;"><b>3</b></p> <p>Starting value of 3 at the beginning of year 7</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Devise plays from a range of stimuli</li> <li>• Respond to the use of drama techniques to deepen the role or understanding of the situation, e.g. hot seating</li> <li>• Select appropriate lighting or simple symbolic props, sets or costumes, and understand their effect</li> <li>• Choose vocabulary and movement to match the person, place and time required by their story or situation</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Act out improvised dramas and existing scripts, creating characters that are clearly different from themselves, and experiment with voice, gesture, costumes and staging</li> <li>• Communicate their work as part of a group, learning lines and sharing the different functions needed to present the play, e.g. making and using props effectively, creating sound effects or operating simple lighting effects, for instance, with torch light</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Discuss their work and the work of others, showing understanding of different forms and making use of some specialist terms, e.g. pantomime, melodrama and shadow puppets</li> <li>• Understand how meaning can be shown through the simple use of symbol, metaphor or imagery, e.g. using height and distance to indicate status and relationships</li> <li>• Both in and out of role, comment thoughtfully on the drama and suggest ways of improving it</li> <li>• Reflect on the action taken by characters in the drama and consider alternative responses</li> </ul>
<p style="text-align: center;"><b>4</b></p> <p>4.8 4.5 4.2</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Work confidently in groups using a range of drama techniques to explore situations and devise dramas for different purposes</li> <li>• Plan and structure plays that make use of a range of techniques and forms to express their ideas, eg narration in story theatre, mask work, and mime in physical theatre</li> <li>• Actively interpret the work of playwrights</li> <li>• Write and perform their own simple scripts, demonstrating an understanding of some correct theatre conventions</li> <li>• Establish a character, with control over movement and voice</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Select and operate a range of simple theatre technologies to create the right space for their drama and to enhance their work</li> <li>• Learn lines, collaborate with others and organise simple presentations</li> <li>• Experiment with their voices and movement, to create or present different characters in performance</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of some theatre traditions from different times and places, e.g. Kathakali dance drama, Greek or Tudor theatre</li> <li>• Discuss the themes or issues in the drama and the way they were presented</li> <li>• Reflect on and evaluate their own and other pupils' work, suggest improvements and use correct basic theatre terminology</li> <li>• Comment on how intended effects have been achieved, eg the use of silence</li> </ul>

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<p><b>5</b></p> <p>5.8 5.5 5.2</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Explore and interpret ideas, issues and relationships in their drama work, and structure it using appropriate dramatic forms, eg documentary drama, and conventions such as the use of the aside</li> <li>• Combine their skills and knowledge of drama to devise plays of different types for different purposes</li> <li>• Sustain a defined character for a reasonable amount of time</li> <li>• Select and use a range of available technical resources for dramatic effects, e.g. a CD player, an overhead or data projector and lights</li> <li>• Interpret and rehearse extracts from a range of scripted plays</li> <li>• Write scripts or short plays based on devised work, using appropriate theatre conventions</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Organise a short, clear and coherent performance for an audience</li> <li>• Use an increasing range of different drama techniques, effects and theatre conventions in the plays they present</li> <li>• Improve and refine their acting, directing or technical contribution through the rehearsal process</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Relate, compare and contrast their work with drama from other times and cultures</li> <li>• Discuss the way that ideas are presented and represented, how plots are developed and characters portrayed</li> <li>• Compare different interpretations of the same text, eg extracts from two videos of the same play</li> <li>• Use technical terms when talking or writing about dramas they have seen or participated in</li> </ul>
<p><b>6</b></p> <p>6.8 6.5 6.2</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Devise dramas in various forms, based on a range of challenging issues and themes</li> <li>• Give and accept suggestions and ideas during the rehearsal process</li> <li>• Make plays which employ symbolic representations or effects to communicate meaning</li> <li>• Create and represent clearly defined characters from the written work, add depth and consider motivation</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Organise and present performances to a range of audiences for different purposes and in a range of styles</li> <li>• Make good use of available technology to enhance and support their productions</li> <li>• Select and control appropriate vocal and movement skills, with some subtlety and develop them in rehearsal</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Discuss and give reasons for their preferences in drama, based on their knowledge of theatre past and present, e.g. the use of stock characters drawn from commedia dell'arte</li> <li>• Use correct terminology to describe their own work and begin to analyse how actors, technicians and directors have achieved specific effects or communicated ideas, emotions and feelings</li> </ul>

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<p><b>7</b></p> <p>7.8 7.5 7.2</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Create performances for different audiences and purposes using various genres, styles and traditions, such as a chorus from Greek theatre or costume from Kabuki theatre</li> <li>• Contribute creatively to the devising and collective authorship of their own dramas</li> <li>• Make considered use of appropriate theatrical devices and technical effects to establish atmosphere and enhance the whole presentation, e.g. using simple props as symbols throughout the piece or creating specific colours in stage lighting and costume</li> <li>• Interpret material from assorted sources, including both classic and contemporary texts, creating pieces of drama which can both educate and entertain</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Refine their work in rehearsal, work and develop a piece of devised work and transcribe it into a scripted scene</li> <li>• Make full use of the available performance space and resources in their productions</li> <li>• Combine sound and silence, movement and stillness, light and darkness to create a powerful piece of theatre</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Make connections between their own work and wider theatre traditions</li> <li>• Show initiative in seeking information about their drama work from a range of sources, e.g. the internet</li> <li>• Recognise and articulate strengths and weaknesses in a piece of work, suggesting areas for improvement</li> </ul>
<p><b>8</b></p> <p>8.8 8.5 8.2</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Experiment with, explore and use without prompting, a wide range of theatre resources, techniques, genres and traditions</li> <li>• Collaborate sensitively with others in creating performance pieces that are challenging, structured and appropriate for their intended audience</li> <li>• Make use of appropriate software to develop and translate ideas for performance</li> <li>• Demonstrate imagination and considered justification when interpreting a range of texts</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Work productively as part of an ensemble, demonstrating control and subtlety in their performances</li> <li>• Improvise, rehearse and perform theatre pieces, demonstrating understanding of the skills of the performer, technician or director</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of theatre from different times, places and cultures</li> <li>• Write and talk about plays in performance, showing a good knowledge of theatre conventions and devices, e.g. the use of soliloquy in Shakespeare or the distancing effects in the work of Brecht</li> <li>• Analyse drama in performance, using appropriate language and theatre vocabulary to suggest improvements</li> </ul>

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<b>Exceptional performance</b>	Pupils can: <ul style="list-style-type: none"> <li>Organise their own work confidently, either as part of an ensemble or a solo piece</li> <li>Often lead and direct others in rehearsal</li> <li>Use a very wide range of different conventions, devices and techniques to create a desired effect on an audience</li> <li>Show subtlety as well as panache in their dramatic interpretation of texts, either as performers, directors or designers</li> <li>Demonstrate an awareness of different levels of meaning through their use of metaphor and symbol</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>Direct, design or stage-manage different styles of plays imaginatively and thoughtfully</li> <li>Demonstrate high standards in all aspects of crafting performance pieces</li> <li>Create or help others to create and sustain a range of complex characters in performance</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>Demonstrate a good knowledge and understanding of the cultural, historical and social context of drama they are in or see</li> <li>Use theatre terminology accurately and effectively</li> <li>Evaluate their work and that of others, supporting their comments with reasoned arguments which draw on their knowledge of theatre forms and practitioners</li> </ul>

### **Expected levels for KS3 year groups:**

Year 7: between levels 3-4

Year 8: level 5

Year 9: level 6+