

## Drama Progression Pathway for Key Stage 3

	YEAR 7	YEAR 8	YEAR 9
<b>A</b>	<p style="text-align: center;"><b>DRAMA EXPLORATION</b></p> <p>Pupils who work at these levels will work collaboratively with their peers, listening and contributing their own ideas as well as shaping others. They will demonstrate the ability to explore and interpret ideas, issues and relationships in their drama work using a variety of explorative strategies including thought tracking, hot seating and cross cutting. They should understand how a selection of strategies can be used to develop ideas for scripted work. They should begin to structure ideas for devised work in various forms based on a range of issues and themes.</p> <p style="text-align: center;"><b>DRAMA PERFORMANCE</b></p> <p>In performance, pupils working at this level should demonstrate some understanding of the audience and can experiment with a range of techniques in performance with confidence. Pupils should be completely committed to staying in role and deliver lines flawlessly with creative and confident characterisation.</p> <p style="text-align: center;"><b>DRAMA RESPONSE</b></p> <p>Pupils working at this level can recognise and articulate strengths and weaknesses in a piece of work, suggesting areas for improvement. Their written evaluations include detailed examples of practical exploration.</p>	<p style="text-align: center;"><b>DRAMA EXPLORATION</b></p> <p>Pupils working at this level can create performances for different audiences and purposes using various techniques, genres and styles. They make full use of the available performance space and resources in their productions. They should understand how a variety of strategies can be used to develop ideas for scripted work. They should structure ideas for devised work in various forms based on a range of issues and themes.</p> <p style="text-align: center;"><b>DRAMA PERFORMANCE</b></p> <p>In performance, pupils working at this level should demonstrate a clear understanding of the audience, other performers and can experiment with a range of techniques in performance with confidence. They are completely committed to staying in role and deliver lines flawlessly with creative and confident characterisation.</p> <p style="text-align: center;"><b>DRAMA RESPONSE</b></p> <p>At this level pupils demonstrate the ability to recognise and articulate strengths and areas for development within their own and others work. Written analysis includes detailed examples of practical exploration using subject specific terminology.</p>	<p style="text-align: center;"><b>DRAMA EXPLORATION</b></p> <p>Pupils working at this level can make considered use of appropriate theatrical devices and technical effects to establish atmosphere and enhance the whole presentation e.g. using props as symbols throughout the piece or creating specific colours in stage lighting and costume. They refine their work in rehearsal, to create a piece of devised work and develop it into a scene. Pupils demonstrate a highly refined use of strategies and elements when devising work.</p> <p style="text-align: center;"><b>DRAMA PERFORMANCE</b></p> <p>In performance, pupils working at this level should demonstrate a clear understanding of the audience, other performers and their use of proxemics within the space. They can experiment with a range of techniques in performance with confidence, using a variety of medium for effect. They are completely committed to staying in role and deliver lines flawlessly with creative and confident characterisation. Pupils can construct a wide range of engaging and utterly credible characters through original and creative use of voice and movement.</p> <p style="text-align: center;"><b>DRAMA RESPONSE</b></p> <p>They can successfully analyse, in detail, how intended meaning or effect has been created. Pupils working at this level use sophisticated, analytical drama vocabulary with technical accuracy.</p>

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<b>B</b>	<p><b>DRAMA EXPLORATION</b></p> <p>Pupils working at this level are able to create and represent a clearly defined character, adding depth and considering motivation. They contribute creatively to the devising of drama and recognise that collaborative involvement is necessary. Pupils can recognise and use a range of techniques to create effective and original performance work. Demonstrating progression, pupils can transfer skills from one project to the next.</p> <p><b>DRAMA PERFORMANCE</b></p> <p>At this level pupils can stay in role for the entirety of a performance, showing an impressive level of commitment to their role.</p> <p>Pupils can establish a role with credibility and demonstrate developed vocal qualities in order to communicate this to an audience.</p> <p><b>DRAMA RESPONSE</b></p> <p>Pupils working at this level can recognise and evaluate strengths and weaknesses in performances. Their written evaluations provide detailed examples of practical explorations and suggest ways how their own and others work can be developed.</p>	<p><b>DRAMA EXPLORATION</b></p> <p>Pupils working at this level demonstrate leadership qualities, committed to creating a positive and productive environment in which their group can create excellent performance work. They ensure that they listen to ideas contributed by others. Pupils can select and control appropriate vocal and movement skills, with some subtlety and develop them in rehearsals. They can make use of explorative strategies to devise work and use dramatic terminology during rehearsal and evaluation.</p> <p><b>DRAMA PERFORMANCE</b></p> <p>At this level pupils communicate effectively to the audience during performance using a range of skills and techniques. They can construct a wide range of believable characters performing them sensitively using voice and movement to excellent effect.</p> <p>Their physicality and use of space should reflect and define their role.</p> <p><b>DRAMA RESPONSE</b></p> <p>At this level, pupils written evaluations provide detailed examples of practical explorations. Using subject specific vocabulary, they are able to clearly analyse how intended effect is created and identify areas for development within their own and others work.</p>	<p><b>DRAMA EXPLORATION</b></p> <p>Pupils working at this level demonstrate strong leadership qualities, committed to creating a positive and productive environment in which their group can create excellent performance work. They ensure that they listen to ideas contributed by others.</p> <p>At this level pupils can devise work which employs symbolic representations or effects to communicate meaning. They make use of the available technology to enhance and support their performances.</p> <p><b>DRAMA PERFORMANCE</b></p> <p>At this level pupils can experiment with voice and gesture in developing a character. They can construct a wide range of believable characters performing them sensitively using voice and movement to excellent effect.</p> <p>Pupils should have a clear grasp of the use of proxemics and space when performing their role and establish relationships with other performers via eye contact.</p> <p><b>DRAMA RESPONSE</b></p> <p>At this level, pupils can evaluate effectively giving informed and analytical feedback. Their written evaluations provide detailed examples of practical explorations and they are able to clearly analyse how intended effect is created</p> <p>Pupils use a wide range of drama specific vocabulary accurately.</p>

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<b>C</b>	<p><b>DRAMA EXPLORATION</b></p> <p>At this level, pupils can devise performance from a range of stimuli. They can choose vocabulary and movement to match the person, place and time required by a story or situation. Pupils can give and accept suggestions to/from peers and teachers during the rehearsal process. They can recognise a wider range of Drama Techniques and use them with a good degree of success to create more effective work.</p> <p><b>DRAMA PERFORMANCE</b></p> <p>Pupils working at this level can stay focussed and in role for most of a performance. They can play a number of characters who are different from themselves, using voice and movement effectively. They are beginning to develop a sense of audience awareness.</p> <p><b>DRAMA RESPONSE</b></p> <p>Pupils can discuss themes or issues in the dramas that they have watched. Their written evaluations include examples from their explorations. They can discuss some aspects of intended meaning with a degree of success.</p>	<p><b>DRAMA EXPLORATION</b></p> <p>Pupils working at this level can combine their skills and knowledge of drama to devise plays of different types for different purposes. They experiment with voice and movements to create or present different characters in performance. They can make a positive contribution to group work by sharing responsibility and contributing ideas that move the work forward.</p> <p><b>DRAMA PERFORMANCE</b></p> <p>At this level pupils can stay focussed and in role for most of a performance. They can play a number of characters who are different from themselves using voice and movement effectively. Pupils are aware of the audience and ways in which they can be addressed.</p> <p><b>DRAMA RESPONSE</b></p> <p>At this level pupils can use technical terms when talking about dramas that they have seen or participated in. They can discuss how plots are developed and characters portrayed. They can use a sound range of key technical vocabulary from present and previous learning and response to their own work and the work of others.</p>	<p><b>DRAMA EXPLORATION</b></p> <p>At this level, pupils can present performances in a range of style, including non-naturalistic drama. They use a range of different drama techniques in the performances that they present and can work confidently in a group using a wide range of explorative strategies to explore situations and devise dramas for different purposes. They take responsibility for creating performance work, leading their group when needed and ensuring they contribute my own ideas.</p> <p><b>DRAMA PERFORMANCE</b></p> <p>Pupils working at this level can sustain a role for the entire performance, showing a good level of focus. They can perform convincing and believable characters through the use of highly effective voice and movement. There is a clear sense of audience awareness and the use of proxemics to establish relationships on stage.</p> <p><b>DRAMA RESPONSE</b></p> <p>Pupils working at this level respond to the use of drama techniques to deepen the role or understanding of the situation e.g. hot seating. Their written evaluations provide increasingly detailed examples of practical explorations. They can analyse with some clarity how intended effect has been achieved and use an increasingly wide range of technical vocabulary with a good degree of accuracy.</p>

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T	<p><b>DRAMA EXPLORATION</b></p> <p>Pupils working at this level can perform their own simple scenes, demonstrating an understanding of drama techniques. They can recognise and use some explorative strategies fairly confidently especially when prompted. They can share responsibility for their work and will contribute one or two ideas when prompted. Some pupils are more comfortable being led by others and tend not to contribute their own ideas to group work. They can take part in a range of drama activities.</p> <p><b>DRAMA PERFORMANCE</b></p> <p>Within performance at this level, pupils can establish a character with some control over movement and voice. They can use the dialogue in existing texts as well as creating their own. Pupils can play a character that is different from themselves, using mostly appropriate use of voice and movement. There is some sense of audience. They can participate in a short group performance but there are occasional lapses in focus or credibility.</p> <p><b>DRAMA RESPONSE</b></p> <p>Pupils can recognise when their own work, and the work of others, could be improved, offering suggestions to enhance this. They can use a basic drama specific vocabulary - primarily key words from the topic and simple suggestions of how their work can be improved.</p>	<p><b>DRAMA EXPLORATION</b></p> <p>At this level pupils can recognise and use some explorative strategies to create their work fairly confidently especially when prompted. They can share responsibility for their work and will contribute several ideas to demonstrate their understanding when prompted. They are more comfortable being led by others and tend not to contribute their own ideas to group work.</p> <p><b>DRAMA PERFORMANCE</b></p> <p>At this level pupils can organise a short, clear and coherent performance for an audience. They can act out improvised dramas and text based performances with some credibility. Pupils can play a character that is different from themselves, using mostly appropriate use of voice and movement. They may lose focus at times.</p> <p><b>DRAMA RESPONSE</b></p> <p>At this level, pupils can discuss and give reasons for their preferences in the drama they have seen and can use a developing range of drama specific vocabulary, recalling key words from previous learning. They can offer several strengths within either their own or others work and occasional areas for development, often when prompted by a teacher or peer.</p>	<p><b>DRAMA EXPLORATION</b></p> <p>Pupils working at this level can attempt to learn lines and organise performance within a group. They can present work using creativity and imagination. Pupils can use several different explorative strategies with some success and without being prompted. They share responsibility for the creative authorship of work and can work as part of a team. At times they are more comfortable being led by others and tend not to contribute their own ideas to group work.</p> <p><b>DRAMA PERFORMANCE</b></p> <p>Pupils working at this level can stay focussed and sustain a role for most of a performance. They can play a character that is different from themselves by using appropriate voice and movement and have a sense of audience awareness and they use of space and levels in performance. They may lack credibility within their performance work at times which affects their focus.</p> <p><b>DRAMA RESPONSE</b></p> <p>Pupils at this level can reflect on and evaluate their own and other pupils' work, suggesting improvements. They can discuss the ways that ideas are presented and represented when prompted. Their written evaluations include basic examples from my exploration and they are beginning to explain simply how intended effect was created.</p>