

NEW KEY STAGE 3 DRAMA: SKILLS & PROGRESSION

Strand	Developing	Secure	Excellence
Team skills (assessed with each practical)	Team skills and critical awareness are developing.	Team skills, critical awareness and initiative are good.	There is a high degree of insight and sensitivity with team skills, critical awareness and initiative.
Physical theatre	The student is starting to use the space creatively with developing awareness of purpose, blocking, levels and coordination	The student can move with confidence and purpose, with a good degree of creativity, blocking, levels, coordination, timing and clarity.	Movement and spatial awareness is demonstrated with a high degree of confidence, purpose, creativity, timing, precision and originality.
Script	The student has a developing awareness of script conventions. The student is starting to use performance skills to interpret character, often in a sustained way, with some audience awareness	Script conventions are well developed and performance skills are used confidently to interpret character. Performance is well sustained with good audience awareness.	Script conventions are highly refined and character has been developed and is performed with confidence, insight, flair and originality.
Devising from a stimulus	The student is starting to use <u>performance skills</u> to respond creatively to the stimulus in a way that is often sustained and with some audience awareness.	The role is performed with confidence and creativity. A good understanding of the stimulus and well sustained and good audience awareness is evident.	The role is performed with a high degree of confidence and imagination. The response to and interpretation of the stimulus clearly demonstrates insight, flair and originality.
Responding	The student can discuss the way that ideas are presented and represented, how plots are developed and characters portrayed They can use some technical terms when talking or writing about dramas	The student can discuss and give reasons for their preferences in drama. They can 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	Students can make connections between their own work and wider theatre traditions. They can recognise strengths and weaknesses in a piece of work, suggesting improvements using a range of terminology correctly
Flightpath to GCSE	During year 8, if students are working in this stage, they are on a flightpath to grades 3 to 5 at GCSE at the end of Year 11.	During year 8, if students are working in this stage, they are on a flightpath to grades 5 to 6 at GCSE at the end of Year 11.	During year 8, if students are working in this stage, they are on a flightpath to grades 7 to 9 at GCSE at the end of Year 11.