

Drama

Hierarchy of Expectations Drama	Creating and Devising Drama	Presenting and Performing	Responding
<p>9</p>	<p>I am able to direct both naturalistic and abstract styles of drama considering the meaning generated.</p> <p>I have a creative flair with both devised and scripted work and can form original and creative interpretations of stimuli and characters.</p> <p>My knowledge of dramatic strategies, design elements and staging techniques is outstanding and I am able to apply these to my performances to generate a specific impact.</p>	<p>I am able to create complex devised and scripted characters with in-depth thought into sub-text and character objectives.</p> <p>My performances are engaging presenting an accomplished realisation of the artistic intention.</p> <p>Performances communicate both naturalistically and symbolically.</p> <p>Vocal and movement skills in performance are outstanding with clear thought into the meaning generated.</p> <p>Characterisation shows complete commitment and imagination.</p> <p>Onstage communication is presented flawlessly through the use of performance skills such as proxemics.</p>	<p>I am able to analyse my own work and that of others in great depth considering meaning generated and how the performance could be further developed.</p> <p>I am able to fully analyse how practitioner influences impacted a performance and can discuss fully the practices of a range of influential theatre practitioners (Brecht, Stanislavski, Artaud) showing knowledge of both their practices and theatre history.</p> <p>My oral and written evaluations demonstrate considerable understanding of how dramatic strategies, design elements and staging techniques were used to interpret stimuli/play texts.</p> <p>I am able to present highly developed and detailed research which links closely to the stimulus material.</p>
<p>8</p>	<p>I am able to confidently apply the main principles of a range of theatre practitioners (Brecht, Stanislavski, and Artaud) to my work and justify the impact.</p> <p>I am able to direct both naturalistic and abstract styles of drama.</p> <p>I am able to provide an in-depth response to the use of dramatic strategies, design elements and staging techniques when creating.</p> <p>Text and stimuli are interpreted with outstanding creative and imaginative facility.</p>	<p>I can present an outstanding demonstration of the creation of role.</p> <p>The sense of rapport with all the members of the ensemble is outstanding.</p> <p>My performances demonstrate my knowledge of a wide range of performance styles, dramatic strategies and theatre genres.</p>	<p>My oral and written evaluations are highly developed and demonstrate coherent and critical judgements that are informed and extremely well justified.</p> <p>I am able to analyse my performance decisions fully.</p> <p>I am able to fully analyse meaning generated from a stimuli / play text in both written and oral format.</p> <p>I am able to explain the impact of practitioner influence and demonstrate an excellent understanding of central theories of a range of theatre practitioners.</p>

<p>7</p>	<p>I am able to apply a range of techniques inspired by recognised theatre practitioners to my work giving thought into the impact it has. My creative ideas present symbolic thought into the given theme, topic, stimuli and/or text. I have a secure knowledge and apply dramatic strategies, design elements and staging techniques with ease to my work, justifying why they should be used in a particular way.</p>	<p>I am able to create engaging devised and scripted characters through the application of excellent vocal work (pace, pitch, pause and tone) and movement (gesture, stillness, fluency and expression). There is confident realisation of the artistic intention of the performance vision. I can perform in both naturalistic and abstract style performances adapting my use of performance skills appropriately for the required style.</p>	<p>I am able to show clear understanding of how dramatic strategies, design elements and staging techniques are used to explore stimuli and play texts. I can analyse the meaning formed from performances and the impact felt by the audience. I can discuss the impact of practitioner influences on a performance. I can produce developed research which links closely to the stimulus material.</p>
<p>6</p>	<p>I can create performances that present the main theories of a given theatre practitioner. My creative ideas present independent analysis of the given theme, topic, stimuli and/or text. I consistently apply a range of dramatic strategies, design elements and staging techniques to my work to build atmosphere and generate meaning. My creative input demonstrates a confident vision.</p>	<p>I confidently apply characterisation skills to present a range of differing characters from both devised and scripted origins. I can perform in a range of different performance genres and theatrical styles. I display considered use of vocal work and physical work in performances. Including thought into smaller characterisation details such as gestus. I am regularly a lead role in performances and perform to a competent standard.</p>	<p>I can discuss and analyse both my own work and the work of others skilfully explaining how dramatic strategies, design elements and staging techniques were used to convey meaning and how a performance could be developed further. I can give specific examples from performances to justify my interpretations. I can identify and offer thought into practitioner influences in performances.</p>
<p>5</p>	<p>I can identify the main theories of Bertolt Brecht and apply simple alienation techniques to a performance. My creative ideas present an understanding of the given theme, topic, stimuli and/or text. I apply a range of dramatic strategies, design elements and staging techniques to my practical work. I communicate my ideas presenting good creative and imaginative responses.</p>	<p>I am able to create complex (plot/sub-text) characters through the application of vocal work (pace, pitch, pause and tone) and movement (gesture, stillness, fluency and expression). There is clear realisation of the artistic intention of the performance vision. The sense of rapport with all members of the ensemble is clear. My performances include a range of dramatic strategies, design elements and staging techniques.</p>	<p>I can analyse the meaning formed from performances and the impact felt. I can identify practitioner influences within a performance. I can produce competent research which links to the stimulus material.</p>

<p>4</p>	<p>I can offer many creative ideas to group work which benefit my own work and the work of others. I have a clear vision for the performance. I show knowledge and understanding of dramatic strategies, design elements and staging techniques in my class contributions. I can apply dramatic strategies, design elements and staging techniques to both devised and scripted performances. I am able to offer interpretations of drama texts/stimuli and reflect on the central themes and issues.</p>	<p>I can make purposeful use of pace, pitch, pause and tone when using my vocal skills to play a character and achieve performance objectives. I can make purposeful use of gesture, stillness, fluency and expression when using my movement skills to play a character and achieve performance objectives. I have an understanding of the content of the performance. I can communicate on stage with other performers, audience members and the assessor. I am able to take a lead role successfully, remaining in role and maintaining clear character relationships.</p>	<p>Both my written and oral evaluations demonstrate competent analysis of dramatic strategies, design elements and staging techniques. My work shows commitment, creativity and independent thought for instance I offer my own interpretations of a performance and how it could have been further developed. Research is thorough and includes personal reflections. My play reviews are coherent and analyse meaning generated from a performance offering detailed examples.</p>
<p>3</p>	<p>In lessons I consistently organise my own work and character – giving thought into what role I will play in the scene and how I will use characterisation skills. In lessons I consistently organise the work of my group – giving others ideas about what characters they can play and what drama techniques we can use. In lessons I always give my own ideas for a piece of drama that will help my group. My ideas are creative and original.</p>	<p>I can give confident performances in class – showing that I understand a range of drama techniques such as still image, thought tracking, improvisation and narration. I can create a range of differentiated characters for an audience using skills such as facial expressions and vocal tone appropriately. I can use my voice and movement in a performance appropriately and with consistent control – I stay in role and present a clear character different from myself. There is basic realisation of the artistic intention of the performance. I can use space appropriately in a performance considering spatial awareness. I am able to use space for meaning e.g. to represent status and relationships.</p>	<p>I can discuss drama with good understanding. In oral and written evaluations I confidently use a range of drama terminology relating to characterisation, genres, symbols and staging. I can identify what the strengths and areas for development were of a performance and explain my views sensitively with basic analysis. My work reflects knowledge and understanding of a range of dramatic strategies, design elements and staging techniques and the impact they have. I can conduct basic research which mostly links to the stimulus material.</p>
<p>2</p>	<p>I am able to offer my own creative ideas irrespective of who I am working with in group work. I show an appreciation of a range of dramatic strategies and design</p>	<p>I can make adequate use of gesture, stillness, fluency and expression when using my movement skills to play a character. My use of voice in performance clearly presents a character that is different to</p>	<p>Both my written and oral evaluations reflect knowledge and understanding of a range of dramatic strategies, design elements and staging techniques. I can evaluate my own work and that of</p>

	<p>elements. In lessons I am beginning to direct pieces of drama with a basic vision for the performance.</p>	<p>myself I consciously alter pace, pitch, pause, tone and volume to communicate my character to the audience. I can perform using a range of strategies and in a range of genres, styles and stage types with control. I have a full understanding of the content of the performance. I can communicate factors such as status and characters relationships in performance. I frequently take a lead role in performance.</p>	<p>my peers and confidently discuss 'What went well, Even better if...', and I am able to set SMART targets. My work shows increasing commitment, creativity and independent thought. Research is beginning to show personal reflections. My work makes use of subject specific language reflecting on characterisation skills, dramatic genres and staging strategies. My play reviews offer specific examples of both acting and design elements to illustrate my argument.</p>
<p>1</p>	<p>I can offer my own ideas to group work which show some thought into a vision for the performance. I show adequate knowledge and understanding of dramatic strategies and design elements and how to apply them to a performance.</p>	<p>I can make use of tone when using my vocal skills to play a character and present emotions. I am able to use my movement to show the main characteristics of a character usually achieved using melodrama. I can create characters with originality. My performance is organised, I am aware of my responsibilities when performing in front of an audience. I consider blocking and entrances and exits.</p>	<p>I can evaluate my own work and that of my peers and discuss with specific examples 'What went well, Even better if...' Research is basic and may feature aspects that are copied and paste. My work makes use of subject specific language including thought into the strategy used, atmosphere created and characterisation skills used. My play reviews are coherent and include examples to illustrate my argument.</p>
<p>E3</p>	<p>I can use rehearsal time effectively to prepare for performance and respond to others sometimes offering my own direction. I can offer some of my own ideas to group work which demonstrate creativity and imagination and benefit my own work and the work of others. I show knowledge of the strategies still image, narration and depiction.</p>	<p>I can act out improvised dramas from stimulus. I can stay in role during performances but there may be aspects of loss of focus e.g. corpsing. I can use my voice with attention to detail to show that I am playing a character. I can use my movement with attention to detail to show that I am playing a character.</p>	<p>My written and oral evaluations reflect knowledge and understanding of strategies such as still image, narration, depiction and thought tracking. I can evaluate my own work and that of my peers and attempt to discuss 'What went well, Even better if...' My work makes use of subject specific language when explaining the type of drama I created – still image, narration, depiction, soundscape. My play reviews outline my judgements.</p>

<p>E2</p>	<p>I can offer independent ideas within the creating process. My group can complete the task within the designated time limit. I can make decisions concerning my own role and sometimes the roles of others in my group.</p>	<p>I can act out improvised dramas from stimulus with some success. I can stay in role for some of the performance. I can use my voice to show that I am playing a character that is different from myself. I can use movement to show that I am playing a character that is different from myself.</p>	<p>I try to evaluate my own work and that of my peers and make small attempts to discuss 'What went well, Even better if...' My work makes use of basic subject specific language including facial expressions and body language. My work reflects knowledge and understanding of still image and narration and I have started to consider the design elements such as costume. My research is basic, it may be largely copied and paste without my own reflections. My play reviews are largely descriptive.</p>
<p>E1</p>	<p>I am able to work collaboratively in order to construct a simple role play but may need the support of a teacher. I am able to contribute my ideas in group discussions. I can make decisions concerning my own role in a performance.</p>	<p>I am able to perform a roleplay, using appropriate intonation, volume, and movement so that meaning is clear. I am able to perform both polished and spontaneous improvisations.</p>	<p>I can offer my opinions about the work of others and explain the effect it had on me. I am stronger with oral evaluations than written evaluations.</p>