



Year 8 Theatre History and Styles

Term 2

Stage	Description-Pupils can...			
	Devising (Making) <i>Includes exploring, devising, shaping and interpreting</i>	Performing <i>Includes Presenting and producing</i>	Responding <i>Evaluating, analysing and applying knowledge and understanding</i>	Understanding <i>Includes written and verbal application of knowledge</i>
Emerging	- With some assistance devise work based on the style/practitioner or time period - With some assistance use prepared and spontaneous role-play during a lesson - With some assistance choose vocabulary and movement to match the character that is created in lesson time	- Attempt to experiment with voice, gesture and staging when acting out improvised and prepared drama - Show some communication in their work as part of a group, learning lines and sharing ideas - Present a sustained piece of drama to a suitable audience whilst mainly staying in role	- Discuss their work and the work of others using some Drama specific language - Understand how meaning can be shown through simple use of metaphor or imagery - Comment on the drama they have been involved in or they have watched and provide thoughtful ways of improving it	- Verbalise the impact and make clear judgements about some of the work produced or witnessed - Create verbal and written responses that are mainly descriptive - Get several questions correct in written or verbal assessments
Developing	- Work confidently in groups using a range of drama techniques to explore situations and devise dramas for different purposes - Plan and structure plays using appropriate staging through experimentation - Establish a clear character that is different from themselves, with use of imagination and control over movement and voice	- Learn lines, collaborate with others and organise presentations that display a variety of skill e.g. varied use of voice, movement, staging and explorative strategies - Experiment with their voices and movement, to create or present different characters in performance - Stay in role through-out a substantial meaningful performance	- Demonstrate an awareness of how a piece of drama can help us to understand the world around us - Discuss the themes or issues in the drama and the way they were presented - Reflect on and evaluate their own and other pupils' work, suggest improvements and use correct theatre terminology	- Verbalise the impact and make some justified judgements about the work produced or witnessed - Create verbal and written responses that use some justification and examples - Get some questions correct in written or verbal assessments
Secure	- Combine their skills and knowledge of drama to devise plays of different types for different purposes - Devise dramas in various forms, based on a range of challenging issues and themes - Give/accept suggestions during the rehearsal process to support development of clearly defined characters that are challenging and require thought and focus	- Use an increasing range of different drama techniques, effects, styles, staging and theatre conventions in the work they present - Present work that employs symbolic and abstract representations to communicate meaning - Sustain a defined character for a significant amount of time employing carefully selected vocal and movement skills, with some subtlety	- Discuss the way that ideas are presented and represented, how plots are developed and characters portrayed - Discuss and give reasons for preferences in drama, based on the knowledge they have gained so far from the course but also their own ideas and opinions - Discuss and evaluate different versions of the same piece of text/work and the impact it has on an audience	- Use technical terms most of the time when talking or writing about dramas they have seen or participated in - 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 - Get most of the answers correct in written or verbal assessments
Excellence	- Use a combination of selected skills and knowledge to devise work that is creative and meaningful - Devise dramas by using appropriate forms, based on a range of challenging and mature issues and themes - Continually refine and experiment during the devising process	- Be creative with the use of locations, spaces and resources available, to enhance the work - Perform characters with commitment, imagination, realism and subtlety - Use a combination of contrast (sound and silence, movement and stillness, light and darkness) to create a powerful piece of theatre	- Make connections between their own work and the wider theatre world - Show initiative in seeking information about their drama work from a range of sources, e.g. the internet - Recognise and articulate strengths and weaknesses in a piece of work, suggesting areas for improvement	- Use technical terms all of the time when talking or writing about dramas they have seen or participated in - Use correct terminology to describe their own work and begin to analyse how specific effects are created - Get all (almost all) of the answers correct in written or verbal assessments