



Year 7 The Toyshop			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	<ul style="list-style-type: none"><li>With some assistance devise work from a range of stimuli and the Toyshop Story</li><li>With some assistance use prepared and spontaneous role-play during a lesson</li><li>With some assistance choose vocabulary and movement to match the person place and time required by their story or situation</li></ul>	<ul style="list-style-type: none"><li>Attempt to experiment with voice, gesture and staging when acting out improvised drama</li><li>Show some communication in their work as part of a group, learning lines and sharing ideas</li><li>Present a short piece of drama to a suitable audience whilst mainly staying in role</li></ul>	<ul style="list-style-type: none"><li>Discuss their work and the work of others using some Drama specific language</li><li>Understand how meaning can be shown through simple use of metaphor or imagery</li><li>Comment on the drama they have been involved in or they have watched and provide thoughtful ways of improving it</li></ul>	<ul style="list-style-type: none"><li>Verbalise the impact and make simple judgements about some of the work produced or witnessed</li><li>Create verbal and written responses that are mainly descriptive</li><li>Get several questions correct in written or verbal assessments</li></ul>
Developing	<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 using appropriate staging through experimentation</li><li>Establish a character, with use of imagination and control over movement and voice</li></ul>	<ul style="list-style-type: none"><li>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</li><li>Experiment with their voices and movement, to create or present different characters in performance</li><li>Stay in role through-out a substantial meaningful performance</li></ul>	<ul style="list-style-type: none"><li>Demonstrate an awareness of how a piece of drama can help us to understand the world around us</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></ul>	<ul style="list-style-type: none"><li>Verbalise the impact and make some justified judgements about the work produced or witnessed</li><li>Create verbal and written responses that use some justification and examples</li><li>Get some questions correct in written or verbal assessments</li></ul>
Secure	<ul style="list-style-type: none"><li>Combine their skills and knowledge of drama to devise plays of different types for different purposes</li><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 to support development of clearly defined characters</li></ul>	<ul style="list-style-type: none"><li>Use an increasing range of different drama techniques, effects, styles, staging and theatre conventions in the work they present</li><li>Present work that employs symbolic and abstract representations to communicate meaning</li><li>Sustain a defined character for a reasonable amount of time employing carefully selected vocal and movement skills, with some subtlety</li></ul>	<ul style="list-style-type: none"><li>Discuss the way that ideas are presented and represented, how plots are developed and characters portrayed</li><li>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</li><li>Discuss and evaluate different versions of the same piece of text/work and the impact it has on an audience</li></ul>	<ul style="list-style-type: none"><li>Use technical terms most of the time when talking or writing about dramas they have seen or participated in</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><li>Get most of the answers correct in written or verbal assessments</li></ul>
Excellence	<ul style="list-style-type: none"><li>Confidently combine their skills and knowledge of drama to devise plays of different types for different purposes</li><li>Devise work in appropriate forms based on a range of challenging issues and themes</li><li>Experiment with different ideas during the rehearsal process to create expressive work and characters</li></ul>	<ul style="list-style-type: none"><li>Be creative with the use of locations, spaces and resources available, to enhance the work</li><li>Perform characters with commitment, imagination, realism and subtlety</li><li>Use a combination of contrast (sound and silence, movement and stillness, light and darkness) to create a powerful piece of theatre</li></ul>	<ul style="list-style-type: none"><li>Make connections between their own work and the wider theatre world</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>	<ul style="list-style-type: none"><li>Use technical terms all of the time when talking or writing about dramas they have seen or participated in</li><li>Use correct terminology to describe their own work and begin to analyse how specific effects are created</li><li>Get all (almost all) of the answers correct in written or verbal assessments</li></ul>

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