



Year 7 Melodrama		Term 3		
Stage	Description-Pupils can...			
	<div>Devising (Making)</div> <div>Includes exploring, devising, shaping and interpreting</div>	<div>Performing</div> <div>Includes Presenting and producing</div>	<div>Responding</div> <div>Evaluating, analysing and applying knowledge and understanding</div>	<div>Understanding</div> <div>Includes written and verbal application of knowledge</div>
Emerging	<ul style="list-style-type: none">With some assistance devise work based on the Melodramatic styleWith some assistance use prepared and spontaneous role-play during a lessonWith some assistance choose vocabulary and movement to match the person place and time required by their story or situation	<ul style="list-style-type: none">Attempt to experiment with voice, gesture and staging when acting out improvised dramaShow some communication in their work as part of a group, learning lines and sharing ideasPresent a short piece of drama to a suitable audience whilst mainly staying in role	<ul style="list-style-type: none">Discuss their work and the work of others using some Drama specific languageUnderstand how meaning can be shown through simple use of metaphor or imageryComment on the drama they have been involved in or they have watched and provide thoughtful ways of improving it	<ul style="list-style-type: none">Verbalise the impact and make simple judgements about some of the work produced or witnessedCreate verbal and written responses that are mainly descriptiveGet several questions correct in written or verbal assessments
Developing	<ul style="list-style-type: none">Work confidently in groups using a range of drama techniques to explore situations and devise dramas for different purposesPlan and structure plays using appropriate staging through experimentationEstablish a character, with use of imagination and control over movement and voice	<ul style="list-style-type: none">Learn lines, collaborate with others and organise presentations that display a variety of skill e.g. varied use of voice, movement, staging and explorative strategiesExperiment with their voices and movement, to create or present different characters in performanceStay in role through-out a substantial meaningful performance	<ul style="list-style-type: none">Demonstrate an awareness of how a piece of drama can help us to understand the world around usDiscuss the themes or issues in the drama and the way they were presentedReflect on and evaluate their own and other pupils’ work, suggest improvements and use correct basic theatre terminology	<ul style="list-style-type: none">Verbalise the impact and make some justified judgements about the work produced or witnessedCreate verbal and written responses that use some justification and examplesGet some questions correct in written or verbal assessments
Secure	<ul style="list-style-type: none">Combine their skills and knowledge of drama to devise plays of different types for different purposesDevise dramas in various forms, based on a range of challenging issues and themesGive and accept suggestions and ideas during the rehearsal process to support development of clearly defined characters	<ul style="list-style-type: none">Use an increasing range of different drama techniques, effects, styles, staging and theatre conventions in the work they presentPresent work that employs symbolic and abstract representations to communicate meaningSustain a defined character for a reasonable amount of time employing carefully selected vocal and movement skills, with some subtlety	<ul style="list-style-type: none">Discuss the way that ideas are presented and represented, how plots are developed and characters portrayedDiscuss 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 opinionsDiscuss and evaluate different versions of the same piece of text/work and the impact it has on an audience	<ul style="list-style-type: none">Use technical terms most of the time when talking or writing about dramas they have seen or participated inUse 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 feelingsGet most of the answers correct in written or verbal assessments
Excellence	<ul style="list-style-type: none">Confidently combine their skills and knowledge of drama to devise plays of different types for different purposesDevise work in appropriate forms based on a range of challenging issues and themesExperiment with different ideas during the rehearsal process to create expressive work and characters	<ul style="list-style-type: none">Be creative with the use of locations, spaces and resources available, to enhance the workPerform characters with commitment, imagination, realism and subtletyUse a combination of contrast (sound and silence, movement and stillness, light and darkness) to create a powerful piece of theatre	<ul style="list-style-type: none">Make connections between their own work and the wider theatre worldShow initiative in seeking information about their drama work from a range of sources, e.g. the internetRecognise and articulate strengths and weaknesses in a piece of work, suggesting areas for improvement	<ul style="list-style-type: none">Use technical terms all of the time when talking or writing about dramas they have seen or participated inUse correct terminology to describe their own work and begin to analyse how specific effects are createdGet all (almost all) of the answers correct in written or verbal assessments