



Year 8 Theatre History and Styles continued				Term 3
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"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<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 strategies Experiment with their voices and movement, to create or present different characters in performance Stay 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 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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