



Year 7 Aberfan		Term 4			
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 linked to the Aberfan disaster</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 character.</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>	