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| Level | Drama Strand | | |
| Creating | Performing | Reflecting |
| Entry | I can take part in a drama activity | I can participate in part of a group performance | I can identify positive and negative aspects within my work |
| 1 | I can take part in a range of drama activities  I can explore problems in an imagined world and make up plays from stories or other stimuli | I can participate in a short group performance  I show some consideration of movement and voice in performance | I can make simple connections between the dramas I experience and my own life  I can recognise when my own work and the work of others’, could be improved |
| 2 | I can perform my own simple scenes, demonstrating an understanding of drama techniques | I can use my voice and body to create a simple character  I can act out improvised dramas | I can talk about why I made certain decisions in my play  I can show a basic understanding of how meaning can be shown |
| 3 | I can establish a character with control over movement and voice  I can use the dialogue in existing texts as well as creating my own  I can devise plays from a range of stimuli  I can respond to the use of drama techniques to deepen the role or understanding of the situation e.g. hot seating  I can sustain a defined character for a reasonable amount of time | I can learn lines and organise simple performances | I can give suggestions on how work could be improved  I can talk about my work using some technical drama terminology  I can discuss and give reasons for my preferences in the drama I have seen |
| 4 | I can choose vocabulary and movement to match the person, place and time required by my story or situation  I can work confidently in a group using a range of drama techniques to explore situations and devise dramas for different purposes  I can plan and structure performances that make use of the range of techniques and forms to express my ideas e.g. narration and mime  I can devise dramas in various forms based on a range of challenging issues and themes | I experiment with my voice and movements to create or present different characters in performance  I can create characters that are clearly different from myself  I can experiment with voice and gesture in developing a character  I improve and refine my acting or directing through the rehearsal process  I can organise a short, clear and coherent performance for an audience  I can perform clearly defined characters | I can reflect on and evaluate my own and other pupils' work, suggesting improvements  I can discuss basic themes or issues in the dramas that I have watched  I can use technical terms when talking about dramas that I have seen or participated in  I can discuss the ways that ideas are presented and represented |
| 5 | I can create and represent a clearly defined character, adding depth and considering motivation  I can explore and interpret ideas, issues and relationships in my drama work, and structure it using appropriate drama techniques  I can contribute creatively to the devising of drama and recognise that collaborative involvement is necessary  I can make considered use of appropriate theatrical devices and technical effects to establish atmosphere and enhance the whole presentation e.g. using simple props as symbols throughout the piece or creating specific colours in stage lighting and costume | I use a range of different drama techniques in the performances that I present  I can present performances in a range of styles  I can select and control appropriate vocal and movement skills, with some subtlety and develop them in rehearsals | I can discuss how plots are developed and characters portrayed  I can make good use of dramatic terminology |
| 6 | I can combine my skills and knowledge of drama to devise plays of different types for different purposes | I make use of the available technology to enhance and support my performances | I can recognise and evaluate strengths and weaknesses in performances |
| 7 | I can make plays which employ symbolic representations or effects to communicate meaning | I make full use of the available performance space and resources in my productions | I can recognise and articulate strengths and weaknesses in a piece of work, suggesting areas for improvement |
| 8 | I can create performances for different audiences and purposes using various techniques, genres and styles | I refine my work in rehearsal, to create a piece of devised work and develop it into a scripted scene | I can structure complex feedback for work using a range of drama terminology |
| 9 | Exceeding all criteria of ‘8’ | | |