

Data Collection 1

	Curriculum strand 1 – Collaborating	Curriculum strand 2 – Performing	Curriculum strand 3 – Evaluating
<p>Excellence</p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	A competent and consistent ability to communicate well with different people. Able to plan and organise their work so it makes sense to the audience, using at least one drama technique, and can stay in role when rehearsing and devising.	A competent and consistent ability to change tone, pitch, body language and gestures to create a character. Able to stay in role most of the time.	A competent and consistent ability to identify physical and vocal skills within a performance. Able to use basic drama key words when evaluating the work of others and can offer one suggestion based on how to improve the performance.
<p>Secure</p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	An emerging competence to collaborate well in a team, offering creative and imaginative ideas and listening to others. Can suggest ideas to improve the work of my group.	An emerging competence to use tone and body language to create a character and can stay in role for longer periods of time.	An emerging competence to explain what a performance was about and what vocal and physical skills were used and can comment upon their own work.
<p>Developing</p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	An emerging competence to work well in a team, offering ideas and listening to others.	An emerging competence to stay in role when performing and can use basic facial expressions and projection to create a character.	An emerging competence to say what was successful and unsuccessful about a performance or character.
<p>Foundation</p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	A reasonable ability to be part of a team and listen to others.	A reasonable ability, use basic acting skills including projection and facial expressions, whilst performing.	A reasonable ability to say what was successful or unsuccessful about a performance or character.

Data Collection 2

	Curriculum strand 1 – Performing Dance	Curriculum strand 2 – Choreographing and Collaborating in Dance	Curriculum strand 3 – Watching and Analysing Dance
<p>Excellence</p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	<p>A competent and consistent ability to take on a director role within group work. Can listen to others and accept their ideas.</p> <p>Able to use rehearsal time effectively to improve work. Can select and use drama techniques that are challenging, structured and appropriate for a target audience.</p>	<p>A competent and consistent ability to stay in role at all times and develop and create believable characters using acting skills: voice, body language, movement, facial expressions and gestures.</p>	<p>A competent and consistent ability to evaluate the strengths and weaknesses of a performance using drama key words and justify their decisions.</p>
<p>Secure</p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	<p>An emerging competence to communicate well with different people. Able to plan and organise their work so it makes sense to the audience using at least one drama technique and can stay in role when rehearsing and devising.</p>	<p>An emerging competence to change tone, pitch, body language and gestures, to create a character. Can stay in role most of the time.</p>	<p>An emerging competence to identify physical and vocal skills within a performance. To use basic drama key words when evaluating the work of others and can offer one suggestion based on how to improve the performance.</p>
<p>Developing</p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	<p>An improving ability to collaborate well in a team, offering creative and imaginative ideas and listening to others. Can suggest ideas to improve the work of my group.</p>	<p>An improving ability to use tone and body language to create a character and can stay in role for longer periods of time.</p>	<p>An improving ability to explain what a performance was about and what vocal and physical skills were used. Able to comment upon their own work.</p>
<p>Foundation</p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	<p>A reasonable ability to work well in a team, offering ideas and listening to others.</p>	<p>A reasonable ability to stay in role when performing and can use basic facial expressions and projection to create a character.</p>	<p>A reasonable ability to say what was successful and unsuccessful about a performance or character.</p>