



	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 confident and assured ability to work collaboratively with others and support less confident members of the group during the devising and rehearsal process. Performers can plan how to create different effects on the audience, using drama techniques confidently, and can select and use drama techniques to convey or explore challenging themes and issues.	A confident and assured ability to perform both scripted and improvised drama with confidence. Performers can perform with a range of characters, with believability using acting skills, and can perform a range of acting styles. Performers can spontaneously improvise to overcome difficulties within a performance.	A confident and assured ability to analyse the work of others using drama terminology, justifying decisions with examples. Able to consider the impact drama has upon an audience.
<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>	A competent and consistent ability take on a director role in group work, listening to others and accepting their ideas. To use rehearsal time effectively to improve work. Can select and use drama techniques that are challenging, structured and appropriate for a target audience.	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.	A competent and consistent ability to evaluate the strengths and weaknesses of a performance, using drama terminology, and justify decisions.
<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>	A satisfactory 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 satisfactory ability to change voice, body language and gestures to create a character. Can stay in role most of the time.	A satisfactory ability to identify acting skills and drama techniques within a performance. To use basic drama terminology when evaluating the work of others. Able to offer one suggestion based on how to improve the performance.
<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>	An improving ability to collaborate well in a team, offering creative and imaginative ideas and listening to others. Able to suggest ideas to improve the work of the group.	An improving ability to use voice and body language to create a character and stay in role for longer periods of time.	An improving ability to explain what a performance was about and what acting skills were used, and comment upon their own work.