

	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>	<p>A highly developed ability to work both collaboratively and independently to develop imaginative ideas within a group.</p> <p>Able to plan how to create specific effects on the audience and select and use drama techniques, space and language to convey or explore challenging themes and issues. Can also encourage the involvement of others within all aspects.</p>	<p>A highly developed ability to perform a faultless performance with creativity and confidence. Can communicate a character using an outstanding range of voice: pace, pitch, pause, and tone. Students can make excellent use of gestures, body language and facial expressions to perform a believable character.</p>	<p>A highly developed ability to analyse and evaluate the work of others, using drama terminology, and can confidently comment upon the acting style, skills and drama techniques used. Students can also evaluate their own work in detail and offer suggestions to improve.</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 confidence to work collaboratively with others and support less confident members of the group during the devising and rehearsal process. Students can also 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.</p>	<p>An emerging confidence to perform both scripted and improvised drama, with confidence. Students can perform a range of characters, with believability using acting skills, and can perform a range of acting styles. Able to spontaneously improvise to overcome difficulties within a performance.</p>	<p>An emerging confidence when analysing the work of others, using drama terminology. Able to justify their decisions with examples and considering the impact drama has upon an audience.</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 emerging competence to take on a director role in group work and can listen to others and accept their ideas.</p> <p>To use rehearsal time effectively to improve their work</p> <p>Able to select and use drama techniques that are challenging, structured and appropriate for a target audience.</p>	<p>An emerging competence to stay in role at all times. Able to develop and create believable characters using acting skills: voice, body language, movement, facial expressions and gestures.</p>	<p>An emerging competence to evaluate the strengths and weaknesses of a performance, using drama terminology, and justify their decisions.</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 satisfactory ability to communicate well with different people. Able to plan and organise their work, using at least one drama technique, so it makes sense to the audience and can stay in role when rehearsing and devising.</p>	<p>A satisfactory ability to change voice, body language and gestures to create a character. Can stay in role most of the time.</p>	<p>A satisfactory ability to identify acting skills and drama techniques within a performance. A use of basic drama terminology when evaluating the work of others and can offer one suggestion to improve the performance.</p>