Oldbury Wells

KS3 Progression Grid – Drama

	STRAND 1 Knowledge and Understanding	**STRAND 2** Planning and Creating	**STRAND 3** Performing	**STRAND 4** Evaluating
9	**All the below and …….** • can recall accurately and communicate detailed knowledge and a clear understanding of plays and other types of drama.	**All the below and …….** • can demonstrate a high degree of insight and sensitivity in working in a group to produce a performance. • can produce a clear and appropriate vision for the drama that is consistent and sustained throughout.	**All the below and …….** • can demonstrate a sensitive awareness of the relationship between texts and dramatic styles. • can ran demonstrate a sensitive awareness of the relationships between texts and social context and genre.	**All the below and …….** • can structure complex feedback and make reference to theatre history, style, genre and forms. • can provide evidence of further research and reading around the subject area on their response.
8	**All the below and …….** • can show a thorough understanding of drama terminology and use it accurately and appropriately.	**All the below and …….** • can make considered use of appropriate theatrical devices and technical effects to effectively establish atmosphere and enhance the whole presentation, such as using props as symbols throughout the piece, incorporating specific colours in stage lighting and costume, appropriate music used to mark the moment, PowerPoints used for placards and setting.	**All the below and …….** • can apply and adapt effectively an extensive range of practical skills. • can perform a role creatively with high degree of originality to communicate ideas. • can support and enhance their performances by incorporating available technology. • can show a thorough awareness of the audience.	**All the below and …….** • can structure complex feedback for work using a range of drama terminology that is likely to specific moments/context. • can evaluate in depth how meaning and effects have been explored at specific moments.
7	**All the below and …….** • can perform in different genres and styles using a range of techniques and for a variety of audiences.	**All the below and …….** • can refine their work in rehearsal to reflect various periods, styles and genres. • can solve problems when devising showing awareness of skills within a group.	**All the below and …….** • can perform a role that is sustained in performance. • can perform pieces of drama in a range of styles. • can communicate mood and atmosphere. • can make effective use of the entire performance space.	**All the below and …….** • can recall specific moments within a piece of drama and provide strong examples of dramatic action and coherently evaluate the effectiveness.
6	**All the below and …….** • can select appropriate drama techniques to structure a piece of drama that explores and interprets ideas, relationships and other issues. • can devise plays which include simple symbolic representation or effects to communicate meaning.	**All the below and …….** • can direct peers with confidence in the realisation of an effective piece of theatre. • can create and structure plays that incorporate a variety of drama techniques and forms to reflect, such a narration, cross-cutting and mime.	**All the below and …….** • can use a range of vocal and movement styles. • can display a strong commitment to the group. • can use the performance space to communicate meaning.	**All the below and …….** • can accurately use dramatic terminology confidently in their response. • can confidently evaluate how plots are developed and characters portrayed.
5	**All the below and …….** • can use existing knowledge and skills of drama to effectively create plays of different types and purpose. • can identify different styles and/or genres of drama and explain how they can be created on stage.	**All the below and …….** • can work in a variety of groups and take leading and following roles. • can work confidently in a group to create dramas for different purpose and situations using variety of drama techniques. • can refine and improve acting and directing skills during the rehearsal process.	**All the below and …….** • can use a range of vocal and movement skills appropriately in performance with confidence and control. • can display a strong commitment to the groups. • can use the performance space to communicate meaning.	**All the below and …….** • can recognise and evaluate the key moments of strength and weakness in performance and justify responses. • can use technical vocabulary when evaluating performance.
4	**All the below and …….** • can incorporate a variety of challenging issues and themes when devising a piece of drama in numerous forms and make close links to the stimulus.	**All the below and …….** • can select appropriate vocabulary and movement to reflect the character, place and time for the story or situation. • can work sensitively within a group and contribute constructively and creatively during rehearsal process and realise that collaboration is essential.	**All the below and …….** • can perform characters that are visibly different from them with very occasional lapses in physical control. • can experiment with voice and gesture to portray different characters. • can show some awareness of the audience in performance.	**All the below and …….** • can refer to basic themes or issues in their own or other's performances. • can show an understanding for the ways that ideas are presented and represented in performance. • can reflect on and provide a simple evaluation of their work and others' work, suggesting improvements.
3	**All the below and …….** • can develop a role and/or understanding of a situation, through the use of drama techniques, such as hot-seating and performance skills.	**All the below and …….** • can make/accept suggestions to/from peers and teachers during the rehearsal process. • can devise a short, clear and coherent performance for an audience. • can experiment with vocal and physicality to create a variety of different characters.	**All the below and …….** • can sustain a defined character for a reasonable amount of time. • can establish a character with some control over movement and voice. • can recall the majority of their lines accurately.	**All the below and …….** • can provide some suggestions on how to improve their own and others' work. • can provide a basic response and reasoning for their performance
2	**All the below and …….** • can develop and refine short plays based on a range of stimulus.	**All the below and …….** • can create their own simple dialogue and use dialogue form exiting texts to reflect a character. • can create simple performances.	**All the below and …….** • can use their voice and body to perform a simple character. • can show some understanding of drama techniques when performing.	**All the below and …….** • can comment in why they made certain choices in their performance. • can show a basic understanding of how to convey meaning in a piece of drama. • can talk about how their own work and the work of others' could be improved.
1	**Can …….** • use their imaginations to make up plays that are based on stories or other stimuli and explore problems that may arise.	**Can …….** • participate in a variety of drama activities.	**Can …….** • take part in a short performance either on their own or in a group. • demonstrates a limited amount of movement and voice in performance.	**Can …….** • make simple links between their own life and the dramas explored with little evidence provided.