

Drama	Characteristics of performance.	How meaning is interpreted and communicated.		Drama and theatre terminology and how to use it appropriately.	How performance texts are informed by their social, cultural, and historical contexts. (OPC = Original Performance Conditions).
		Voice Interaction Physicality	Design Elements		
Mastered	I am able to independently take risks when manipulating the characteristics of performance. I evaluate, critique, and challenge the characteristics of performance I and others use. I am able to see the use of the performance elements in the context of a whole text. I am able to make a clear impact on the audience with the choices I make.	Every performance I take risks when considering my use of voice and body. I know exactly how I want my audience feel and think and can evaluate how my creative choices impact that. I am using practitioners to inform my creative choices to create depth to my work.	Every performance I take risks when considering my use of design elements. I know exactly how I want my audience feel and think and can evaluate how my creative choices impact that. I am using practitioners to inform my creative choices to create depth to my work.	My use of subject specific language is sophisticated when describing my own work and that of others. I am able to use subject specific language to evaluate the work of others and question the material being explored. I am articulate and concise with my use of key terminology.	I am able to question and evaluate how the social, cultural and historical context can impact a whole text. This will be evident through a wide range of strategies; including discussion, the choices I make regarding characteristics of performance, and how I communicate meaning to the audience. There will be sophisticated inclusion of the OPC conventions in my work.
Students will draw from live theatre they have seen and been involved in to enhance their work					
Skilled	I use a range of performance characteristics in a creative way. The choices I make enhance the experience of my audience. I am able to evaluate the impact of these choices in my own and others work. I am always considering the impact I have on the audience.	Every performance I have clear control of the emotion and meaning I try to convey to my audience through my voice and physicality. I am now fully aware of how <u>fluency and pace of speech, tonal variation</u> can impact the audience's understanding.	I use a range of design elements in a creative way. The choices I make enhance the experience of my audience. I am able to evaluate the impact of these choices in my own and others work.	My use of subject specific language is used throughout my practice in Drama. I use key words and phrases in the right context to interpret and evaluate text and performance.	I am able to evaluate how the social, cultural and historical context can impact a performance. I am independently experimenting with OPC conventions with some success and creativity.
Confident	I am exploring the characteristics of performance to create meaning for my audience. The design elements I choose make a significant and relevant impact on the interpretation of the piece.	The decisions I make about my voice and physicality convey emotion to the audience. I am now fully aware of how <u>vocal projection, clarity of pronunciation, gesture, posture, and eye contact</u> can impact the audience's understanding.	I am exploring the choices of design elements to create meaning for my audience. The design elements I choose make a significant and relevant impact on the mood and atmosphere of the piece.	I can confidently use subject specific language in a range of circumstances. My use of key terminology seems natural and impacts the understanding of others.	I have a clear understanding of how context (what, when, where, who, why) shapes ideas about the text (rather than the other way around). I am able to apply this understanding the creative choices I make about the characteristics of performance. I always consider the impact this has upon my audience
Independence and Leadership role					
Secure	I am able make creative choices when considering the characteristics of performance. The choices I make are relevant and informed by my understanding of text or issue being explored. I am able explain my use of performance choices and the desired impact on the audience.	I can use voice and physicality to demonstrate character with some competency. I can explain my creative choices. When using my voice I now consider: <u>Pace, Pitch, Volume</u> When using my physicality I now consider: <u>Gesture, Movement, Facial Expression</u>	I am experimenting with design elements consistently in my practice. My choices are often supporting the structure of the piece and to convey meaning to the audience, with varying success.	My use of subject specific language goes beyond the evaluation process and can be seen in the rehearsal period. I am able to explain my ideas using key terminology with competency.	I have a competent understanding of how context (what, when, where, who, why) shapes ideas about the text (rather than the other way around). I am able to apply this understanding the creative choices I make about the characteristics of performance.
Developing	With guidance I can identify the characteristics of performance and, with scaffolding, I am making creative choices concerning them.	With guidance I can experiment with showing emotion in my voice and physicality. I will demonstrate this in my performance inconsistently.	With guidance I can experiment with design elements to convey meaning to the audience, with varying success. However, my consideration of these are inconsistent.	With guidance I am able to use of subject specific language in my responses. I may only use it in evaluation and when prompted by the teacher.	With scaffolding, I am able to identify when and where a text was written. I am inconsistently applying that understanding to the discussion I have in lesson, though not necessary in the creative choices I make.

Emerging	I may begin identify the characteristics that are needed to inform my work and create meaning to the audience.	I may begin identify how I use my voice and physicality to communicate meaning to the audience. I will indicate this in discussion.	I may begin identify what is meant by design elements and will indicate this in discussion.	I may begin identify subject specific language within the lesson. I am beginning to use it with teacher guidance.	I may begin identify when and where a text was written and with teacher guidance how it might impact the extract being explored.
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