

RET Drama - KS3 Stage Ladder

- Students will
- learn how to perform using their voices and movement skills, creating drama on their own and with others;
 - learn how to collaborate and develop a piece of drama using technologies available to them;
 - understand and explore how theatre is created and communicated combining the elements of performance skills and design;
 - explore the role of the actor, director and designer;
 - develop their critical and dramatic vocabulary so they can meaningfully evaluate their own work and others.



Stage		Creating	Performing	Evaluating
Y9++	7	<ul style="list-style-type: none"> • I work with total commitment and sensitivity in a group, leading and inspiring others. • I experiment creatively with drama conventions and techniques, using my own initiative to develop work with a high degree of originality. 	<ul style="list-style-type: none"> • I have an assured control over all aspects of stage performance and can display originality and create impact within a range of acting styles. • I support other performers with conviction and demonstrate a high level of audience awareness. 	<ul style="list-style-type: none"> • I show an assured understanding of drama genres, styles, conventions and techniques. • I can analyse and evaluate play scripts, styles and genres perceptively, showing original insight. • I use sophisticated drama terminology accurately and effectively
Y9+	6	<ul style="list-style-type: none"> • I can lead others sensitively, keeping a positive working atmosphere and making contributions, which significantly improve the effectiveness of the work. • I can develop a variety of characters and create and explore drama for a range of purposes. 	<ul style="list-style-type: none"> • I have control over all aspects of stage performance, showing confidence, originality and commitment in role. • I provide sensitive support for others on stage, and my performance has a major contribution in conveying the play's intentions to an audience. 	<ul style="list-style-type: none"> • I can analyse and evaluate play scripts, styles and genres perceptively. • I can analyse drama skills, processes and techniques, using a wide range of drama terminology effectively. • I can offer a clear and detailed explanation of the intentions of the performance.
Avg EOY9	5	<ul style="list-style-type: none"> • I have lots of creative ideas to develop work and roles, helping others sensitively in rehearsal. • I can create drama in a variety of styles and devise a range of well-developed characters with extended roles. • I can use some exploratory drama techniques. 	<ul style="list-style-type: none"> • I apply effective vocal and physical skills and can convey well-sustained and convincing characters with confidence and some originality. • I support others well on stage. • I can convey complex ideas to an audience through my performance. 	<ul style="list-style-type: none"> • I can compare drama interpretations, approaches and styles. • My analysis and evaluation show a developing level of understanding of the skills and processes of creating and performing drama with secure use of drama terminology. • I can offer a clear explanation of the intentions of the performance.
Avg EOY8	4	<ul style="list-style-type: none"> • I can stay focused throughout rehearsal and suggest clear and meaningful ideas to develop the piece. • I can create a well-developed character that supports the dramatic structure/ideas/intentions of the piece. 	<ul style="list-style-type: none"> • I can speak clearly and use movement and gesture to show a character. • I can stay in role on stage and provide consistent support for others in performance. • I can convey ideas to an audience through my performance using my vocal and physical skills to communicate my role • The characters I create support the creative intentions of the piece • I have a sound understanding of style, genre and theatrical conventions 	<ul style="list-style-type: none"> • I can identify strengths and weaknesses in both my work and that of others. • I can discuss performance work using appropriate drama terminology. • Offers adequate explanations of the creative intentions for the performance.
Avg EOY7	3	<ul style="list-style-type: none"> • I listen to and co-operate effectively with others. • I can develop competent ideas to create a character who is different from myself. • I can stay focused for most of the time in rehearsal. 	<ul style="list-style-type: none"> • I remember my part, generally stay in role for my performance and show support for others on stage. • I am aware of what I want to communicate to an audience. 	<ul style="list-style-type: none"> • I can identify features of good performance work. • I can describe my strengths and weaknesses and identify targets for improvement.

			<ul style="list-style-type: none"> • I can create a role using my vocal and physical skills which I generally sustain throughout • The characters I create sometimes support the creative intentions of the piece. • I am beginning to show an understanding of style, genre and theatrical conventions and am aware of what I want to communicate. 	<ul style="list-style-type: none"> • I can use drama terminology to reflect on what I have seen or done and can begin to explain the effect of certain styles and techniques. • I can explain the intentions of a performance in a basic way. • I show some developing skill in identifying how successfully performers communicated meaning to an audience. • I show developing skill in assessing the merit of approaches and formulating judgements. • My response is clear but at points relies on description. • The points I make are sound but not fully supported with examples.
AVG EOY6	2	<ul style="list-style-type: none"> • I work as part of a group and can co-operate with others. • I can develop ideas to create a simple character with some appropriate interaction. • I can focus for some of the time in rehearsal. 	<ul style="list-style-type: none"> • I remember most of my part and co-operate with others on stage. • I can perform a simple role using dialogue, movement and gesture. • I am mostly aware of my audience. 	<ul style="list-style-type: none"> • I can discuss the plot of a play. • I can reflect on practical work in a simple way and identify some strengths and targets for improvement. • I can use some Drama terms/vocabulary to comment on what I have seen or done.
	1	<ul style="list-style-type: none"> • I work as part of a small group and can cooperate occasionally with support. • I can develop some ideas to create a basic role with minimal interaction. • I can focus for a limited time in rehearsal with support from others. 	<ul style="list-style-type: none"> • I remember a limited amount of my part with support and cooperate with others on stage for most of the time. • I can perform a basic role using minimal vocal and physical skills. 	<ul style="list-style-type: none"> • I can describe my thoughts about practical work in a simple way.