



DRAMA	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
YEAR 10 AUTUMN PROGRESS STATEMENTS	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 10 can:</p> <ul style="list-style-type: none"> <li>• Understand and have explored the GCSE set text “Blood Brothers”, practically bringing key sections of the play to life.</li> <li>• Use a basic range of theatrical terminology. Students can use key dramatic vocabulary in written work and on occasion contribute to whole class discussions.</li> <li>• Attempt to create a basic vision for “Blood Brothers”.</li> <li>• Consider and understand the difference in the roles of director, designer and actor. Students can sometimes understand the impact key choices in these roles would have on an audience.</li> <li>• Understand a range of semiotics and can sometimes understand how to apply them to create meaning.</li> <li>• Work collaboratively with peers in group work. Students will be able to communicate and suggest some ideas to the development of the work.</li> </ul>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>at</b> expected in Year 10 can:</p> <ul style="list-style-type: none"> <li>• Analyse the GCSE set text “Blood Brothers” with a good understanding of practically bringing to life key moments and how they would communicate meaning to an audience.</li> <li>• Confidently use a range of theatrical terminology.</li> <li>• Can effectively use key dramatic vocabulary in whole class discussions. In their written work they can use their vocabulary to describe their vision.</li> <li>• Create a confident vision for key moments in “Blood Brothers” with a secure understanding of the roles of director, designer and actor and how they would make key decisions to communicate meaning to an audience.</li> <li>• Understands a range of semiotics confidently in a way that creates an impact on an audience.</li> <li>• Works collaboratively with a range of students, communicate effectively about key decisions within the practical process and sometimes displaying leadership qualities to support successful group work.</li> </ul>	<p>Your child is exceeding the expected progress.</p> <p>Students working <b>beyond</b> expected in Year 10 can:</p> <ul style="list-style-type: none"> <li>• Demonstrate a highly developed understanding of the set text “Blood Brothers”. Students can practically bring key scenes of the text to life, considering artistic intention and the key choices they would make to communicate meaning to audience.</li> <li>• Use an excellent range of theatrical terminology. Students can use highly developed dramatic vocabulary when analysing practical work and apply it to their written work to communicate a detailed vision.</li> <li>• Communicate their highly developed vision for key scenes of the set text effectively, with excellent clarity of the roles of the director, designer, and actor and how their key decisions would communicate meaning to an audience, considering detail like mood and atmosphere.</li> <li>• Use a range of semiotics in written and practical work, considering key details of how they will create a highly developed impact on an audience.</li> <li>• Works collaboratively with any students in their class and can communicate in an excellent manner about the key decisions they make within the practical process. Students consistently display leadership qualities, taking control in practical work to create outstanding performances.</li> </ul>