



Drama	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 10 – Spring/Summer Progress Statements</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 10 can:</p> <p><u>Devising</u> Understand the Devising process and how to use semiotics to communicate meaning to an audience.</p> <p>Work collaboratively with their set group for devising, contributing ideas within the development process.</p> <p>Document their journey in a portfolio, taking notes of their progress in lesson for key rehearsal writeups.</p> <p><u>Performance and Response</u> Communicate their vision for key scenes of Blood Brothers, attempting exam questions for Section A from the perspective of a director, designer and actor, whilst using some key dramatic vocabulary.</p> <p>Know the narrative of Billy Elliot and have some understanding of how it made them feel as an audience member.</p> <p><u>Presenting and Performing Texts</u> Understand some ways they can develop a character.</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 10 can:</p> <p><u>Devising</u> Use dramatic conventions and techniques in the devising process.</p> <p>Develop their use of semiotics to create meaning to an audience.</p> <p>Work successfully in their set group for devising, contributing ideas and displaying key leadership qualities at key moments.</p> <p>Document their journey of the devising process, confidently discussing the key choices, they have made with clear justifications. Their portfolio is clearly structured and up to date.</p> <p><u>Performance and Response</u> Communicate their vision in detail for multiple scenes from Blood Brothers.</p> <p>Complete key exam questions for section A with confident knowledge of the roles of director, designer and actor.</p> <p>Demonstrate their understanding of Billy Elliot, analysing how key semiotics of the performance had an impact on them as an audience member and attempt to structure this is an essay response.</p>	<p>Your child is exceeding the expected progress.</p> <p>Students working beyond expected in Year 10 can:</p> <p><u>Devising</u> Use a range of dramatic conventions and techniques to create thought provoking performances.</p> <p>Use a range of highly developed semiotics to create meaning to an audience.</p> <p>Display leadership qualities and successfully take control in key moments of their devising process, contributing significant ideas.</p> <p>Create a highly developed portfolio, showcasing their journey of the devising process, confidently discussing the key choices they have made with excellent justifications.</p> <p><u>Performance and Response</u> Communicate their overall vision with highly developed detail for Blood Brothers.</p> <p>Confidently answer key exam questions for section A with excellent knowledge of the roles of director, designer and actor.</p> <p>Have a highly developing understanding of Billy Elliot, analysing how key semiotics of the performance had an impact on them as an audience member using skilful analysis.</p>



	<p>Identify the demands for actors but needs support identifying ways to overcome the challenges faced when playing particular characters.</p> <p>Use some physical and vocal skills when performing to create some impact on an audience and can attempt to create mood and atmosphere but struggles to create tension in performance.</p>	<p>Display a range of key dramatic vocabulary, confidently using it in response to exam questions.</p> <p><u>Presenting and Performing Texts</u> Develop a character using key rehearsal techniques.</p> <p>Understand the demands as an actor and confidently find a way to overcome challenges to their role.</p> <p>Confidently use a range of physical and vocal skills, successfully creating mood and atmosphere for an audience.</p>	<p>Use a range of highly developed key dramatic vocabulary, confidently using it in response to exam questions.</p> <p><u>Presenting and Performing Texts</u> Develop a character using a range of key rehearsal techniques.</p> <p>Understand the demands as the actor and find highly developed ways to overcome challenges to their role.</p> <p>Confidently use a range of physical and vocal skills, successfully creating mood and atmosphere for an audience.</p> <p>Perform to create a significant impact on an audience and capture the essence of their character.</p>
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