



Drama	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Yr 11 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 11 can:</p> <p><u>Devising</u> Provide a portfolio for their NEA which includes some research and documentation of their development process.</p> <p>Completed the devised performances using some key semiotics.</p> <p>Evaluate their performance in key moments.</p> <p><u>Performance and Response</u> Demonstrate a developed understanding of BB and the key roles of the director, designer and actor, and how they would make key decisions to communicate meaning to an audience in response to GCSE exam style questions. They have developed their understanding of Billy Elliot and can attempt an essay response to essay style questions. They need to practice answering these questions and using key vocabulary in preparation for their exam.</p> <p><u>Presenting and Performing Texts</u> Prepare for their performances for the visiting examiner, has some understanding of a couple of rehearsal techniques that they can use to develop their characters.</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 11 can:</p> <p><u>Devising</u> Provide a detailed portfolio with skilful analysis and evaluation throughout all three sections.</p> <p>Document all their ideas throughout the development process.</p> <p>Complete their devised performances using a range of semiotics, creating impact on their audience.</p> <p><u>Performance and Response</u> Display a confident understanding of BB and the key roles of the director, designer and actor.</p> <p>Confidently communicate key choices they would make in response to exam style questions.</p> <p>Demonstrate confident knowledge of Billy Elliot and can complete an essay style Section B response using key evaluative skills and a range of dramatic vocabulary.</p> <p>Develop how they discuss how Billy Elliot impacted them as an audience member.</p> <p><u>Presenting and Performing Texts</u> Prepare for their performances for the visiting examiner and know some key rehearsal</p>	<p>Your child is exceeding the expected progress.</p> <p>Students working beyond expected in Year 11 can:</p> <p><u>Devising</u> Provide an outstanding portfolio with skilful analysis and evaluation throughout all three sections. It has an excellent structure and layout.</p> <p>All their ideas are documented throughout the development process, justifying key choices they made.</p> <p>Completed their devised performances, achieving their dramatic intention and used a range of semiotics, creating significant impact on their audience.</p> <p><u>Performance and Response</u> Display a highly developed understanding of BB and the key roles of the director, designer and actor.</p> <p>Communicate excellent key choices they would make in response to exam style questions.</p> <p>Demonstrate convincingly they have highly developed knowledge of Billy Elliot and can complete an essay style Section B response using key evaluative skills and an outstanding range of dramatic vocabulary. Excellent discussion of how Billy Elliot impacted them as an audience member is evident.</p> <p><u>Presenting and Performing Texts</u> Prepare for their performances for the visiting examiner, confidently using several key rehearsal techniques to develop their characterisation significantly.</p>



	<p>Experiment with using a limited range of physical and vocal skills demonstrating some understanding of how to communicate their artistic intention and has begun to consider how to create a mood and atmosphere for the audience.</p>	<p>techniques they can use to develop their characterisation.</p> <p>Experiment using a range of physical and vocal skills confidently communicating their artistic intention using a range of semiotics, knowing how to create a mood and atmosphere for the audience, creating a significant impact on them.</p>	<p>Experiment using a wide range of key physical and vocal skills confidently, creatively and with a clear understanding how this choice will significantly impact an audience.</p> <p>Communicate their artistic intention using a range of semiotics and know how to create a mood and atmosphere for the audience, creating a significant impact on them. Their performance is engaging, well-rehearsed and highly developed.</p>

