



Drama	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
Year 13 SPRING PROGRESS STATEMENTS.	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 13:</p> <p>Have completed ‘Practitioners in Practice’ Component. They have handed in their Research Report and Portfolio and completed their practical performance.</p> <p>Have competent understanding of the ‘Analysing Texts’ component. They have read and understand ‘The House of Bernarda Alba’ and ‘A Day in the Death of Joe Egg’. They have developed their understanding of how creative and artistic choices influence the way meaning is communicated to an audience. Students have attempted exam style questions in preparation for the written exam.</p> <p>Can demonstrate knowledge of the key text ‘The Crucible’ and can display a clear understanding of the role of the director. They have created a competent vision and made key directorial decisions for ‘The Crucible’. Students are attempting to communicate their vision through answering exam style questions for the ‘De-constructing Texts’ component.</p> <p>Are preparing their ‘Exploring and Performing texts’ performance for the visiting examiner. Student can explain their artistic vision for</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 13:</p> <p>Have completed ‘Practitioners in Practice’ component. They have handed in their Research Report and Portfolio and completed their devised practical performance.</p> <p>Can confidently demonstrate their knowledge of the ‘Analysing Texts’ component. They have read and understand ‘The House of Bernarda Alba’ and ‘A Day in the Death of Joe Egg’. They understand the key themes and messages of the play and can discuss a confident vision for the ways meaning could be communicated to an audience. They can confidently answer exam style questions for this component and are consistently embedding their key vocabulary.</p> <p>Can display a developed understanding of the key text ‘The Crucible’. They can articulate an informed, creative and personal interpretation on how the performance text can be communicated to an audience. They have a confident realisation of the role of the director and have made confident decision about their own visions of the performance text. They are confidently communicating their vision in their writing through exam style questions, using a developed range of key dramatic vocabulary.</p> <p>Are preparing their ‘Exploring and Performing texts’ performance for the visiting examiner. Students are experimenting with their</p>	<p>Your child is exceeding the expected progress.</p> <p>Students working beyond expected in Year 12 can:</p> <p>Have completed ‘Practitioners in Practice’ Component. They have handed in their Research Report and Portfolio and completed their practical performance.</p> <p>Are showing highly developed knowledge and understanding for the ‘Analysing Texts’ component. They have an excellent understanding ‘The House of Bernarda Alba’ and ‘A Day in the Death of Joe Egg’. Students can communicate the narrative, key themes and messages and articulate an informed, creative, personal and practical vision about different ways in which a character could be communicated to an audience, including the physical, vocal and spatial decisions made by an actor. They are skilfully completing exam style questions using outstanding dramatic vocabulary and excellent analyse.</p> <p>Can confidently communicate an excellent understanding of the key text ‘The Crucible’. They can articulate a highly developed, creative and personal interpretation on how the performance text can be communicated to an audience. They have made creative and thoughtful decisions to shape their visions as a director, confidently making contextual links and justify their directorial decisions. They are skilfully completing exam style questions using outstanding dramatic vocabulary and justifying all key decisions made.</p> <p>Are preparing their ‘Exploring and Performing texts’ performance for the visiting examiner. Students are experimenting with their characterisation through an excellent range of physical and vocal skills,</p>



their role and can use some physical and vocal skills to realise a performance.

characterisation through a confident range of physical and vocal skills. They have a developed understanding of their artistic intention for their chosen role and how they will communicate this to an audience.

demonstrating the professional standards of theatre. They have a developed understanding of their artistic intention for their chosen role and how they will use dramatic techniques to communicate meaning to an audience and create significant impact.

