Drama	Working towards expected outcomes Your child is not yet making the expected progress within this course.	Working at expected outcomes Your child is achieving the expected progress for this point within the course.	Working beyond expected outcomes Your child is working beyond the expected progress for this point within the course.
Year 7 PROGRESS STATEMENTS: AUTUMN TERM	Students working **towards** expected outcomes in Year 7: **Students will be introduced to the semiotics of Drama through storytelling, exploring a narrative about a character called Elizabeth.** Students can: • Identify key skills of the actor. In some cases, will attempt to use these skills in practical tasks. Students will rarely share their knowledge of skills in front of the whole class and be reluctant to share knowledge in whole class discussions. Students will be introduced to dramatic conventions and techniques. • Students can collaborate in group work. They may be a quieter member of the group, allowing others to take the lead in certain tasks and be reluctant to share their ideas in group work. • Following the narrative of Elizabeth's story and connect and identify with the characters and their emotions. **Students will be introduced to the style of Pantomime theatre.** Students can: • Identify key stock characters that appear in the world of pantomime. They will understand that they can	Students working **towards** expected outcomes in Year 7: **Students will be introduced to the semiotics of Drama through storytelling, exploring a narrative about a character called Elizabeth.** Students can: • Demonstrate the use of key skills of the actor in practical tasks. Students can use facial expressions, gesture and body language to communicate meaning to an audience. Students will contribute to whole class discussions and will perform their practical pieces in front of the whole class. Students can use some dramatic conventions to communicate meaning. • Students can collaborate confidently in group work, sharing thoughts and ideas and listening to their peers. • They effectively communicate their passion for Elizabeth's story. Their investment allows them to fully commit to the exploration of key emotional situations, which has led to some powerful Drama. **Students will be introduced to the style of Pantomime theatre.** Students can: • Identify key stock characters that appear in the world of pantomime. They can bring these characters to life using	**Students will be introduced to the semiotics of Drama through storytelling, exploring a narrative about a character called Elizabeth.** Students can: • Confidently demonstrate the use of key skills of the actor in practical tasks. Students can use facial expressions, gesture and body language to communicate meaning to an audience and in some moments creating an impactful atmosphere. Students frequently contribute to whole class discussions and will perform their practical pieces in front of the whole class with confidence. Students can a range of dramatic conventions to communicate meaning. • Students can collaborate confidently in group work, sharing thoughts and ideas and listening to their peers. Students are beginning to demonstrate leadership qualities. • Communicate their passion for Elizabeth's story. Their investment allows them to fully commit to the exploration of key emotional situations, which has led to some powerful Drama, demonstrating emotional maturity. **Students will be introduced to the style of Pantomime theatre.** Students can: • Effectively communicate key stock characters that appear in the world of pantomime. They bring these characters to life using the key skills of the actor and have a comedic effect on the audience.

	use the skills of an actor to bring these characters to life. • Understand how exaggeration can be used successfully in a performance. • Identify comedy in performances and can attempt to try and build comedy through character in a pantomime style. • Will work collaboratively with others in groups work but will be reluctant to contribute to whole class discussions.	the key skills of the actor and have a comedic effect on the audience. • Use exaggeration confidently to demonstrate contrast between stock characters to create comedy for an audience. • Identify ways to create comedy in performances and is confident to find ways to implement in their performances. Students can make their audience laugh in key moments. • Can work collaboratively with a range of students successfully and can always contribute successfully to group work. Student can sometimes share their analysis and evaluation with the whole class.	• Use exaggeration in a highly developed way to demonstrate contrast between stock characters to create comedy for an audience. • They successfully create comedy in performances and can confidently implement key techniques in their performances. Students can successfully stay in role for the whole of their performance and make their audience laugh. • Can work collaboratively with any student successfully and can always contribute successfully to group work. Students are demonstrating key leadership skills consistently in lessons. Students are eager to share their analysis and evaluation with the whole class.