



Drama	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 7 PROGRESS STATEMENTS:</p> <p>SPRING TERM</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 7: Students are exploring the Shakspearian text ‘Macbeth’ and how to utilise the key skills of an actor to communicate meaning to an audience. Students can:</p> <ul style="list-style-type: none"> • Understand the characters and some elements of the narrative of Macbeth. • Understand how to read a script and what stage directions are. • Attempt to use the Shakespearian language when performing. • Use the key skills of the actor to create some tension for an audience. • Attempt to stay in role when playing a character, sometimes contributing to the tension in a performance. • Understand how to use the stage space stage positions. <p>Students will be introduced to live theatre analysis. Students will be analysing a performance of ‘Shrek! The Musical’. Students can:</p> <ul style="list-style-type: none"> • Watch and understand the narrative as an audience member. • Identify some key skills of the actor when they are used. 	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working towards expected outcomes in Year 7: Students are exploring the Shakspearian text ‘Macbeth’ and how to utilise the key skills of an actor to communicate meaning to an audience. Students can:</p> <ul style="list-style-type: none"> • Understand the characters and the narrative of Macbeth and how actors might portray some characters. • Understand how to read a script and what stage directions are. Students can use these to create authentic performances. • Use Shakespearian language when performing, using pace and tone to communicate its meaning effectively. • Develop their use of the key skills of the actor to create tension for an audience, using voice and physicality. • Stay in role and create effective tension in a performance. • Understand how to use the stage space stage positions, exploring entrance and exit options for maximum impact. <p>Students will be introduced to live theatre analysis. Students will be analysing a performance of ‘Shrek! The Musical’. Students can:</p> <ul style="list-style-type: none"> • Understand the narrative of the performance and the impact key 	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working towards expected outcomes in Year 7: Students are exploring the Shakspearian text ‘Macbeth’ and how to utilise the key skills of an actor to communicate meaning to an audience. Students can:</p> <ul style="list-style-type: none"> • Understand the characters and the narrative of Macbeth and how actors might portray some characters using a range pf physical and vocal skills. • Understand how to read a script and what stage directions are. Students can use these to create authentic performances, sometimes directing other students in group work using this key vocabulary. • Use Shakespearian language when performing, using pace and tone to communicate its meaning effectively, creating tension and emotion for the audience. • Stay in role throughout a whole performance and developing key characters each lesson. • Understand how to use the stage space stage positions, exploring entrance and exit options for maximum impact, sometimes using stage positions to communicate meaning about character relationships. <p>Students will be introduced to live theatre analysis. Students will be analysing a performance of ‘Shrek! The Musical’. Students can:</p> <ul style="list-style-type: none"> • Understand the narrative of the performance and the impact key choices had on them as an



	<ul style="list-style-type: none">• Understand how they feel as an audience member in key moments of the performance and sometimes identify what semiotic is impacting them.• Name some of the design elements in the performance they are watching• Attempt to fill out their Analysing Theatre booklet.	<p>choices had on them as an audience member.</p> <ul style="list-style-type: none">• Identify the physical and vocal skills the actors use in key moments and what meaning is communicated to them, as an audience member.• Evaluate the impact key choices have on them as audience member.• Identify the design elements in the performance they are watching and the intended meaning for the audience.• Complete the written tasks within their Analysing Theatre booklets, demonstrating good use of dramatic vocabulary.	<p>audience member, passionately connecting to the performance.</p> <ul style="list-style-type: none">• Identify a range of physical and vocal skills the actors use in key moments and what meaning that communicates to them, in some cases, identifying the mood and atmosphere that is created.• Evaluate the impact key choices have on them as audience member and identify changes that they would make as a theatre maker.• Identify the design elements in the performance they are watching and the intended meaning for the audience, gain an understanding of the different jobs within the design world of theatre.• Complete the written tasks within their Analysing Theatre booklets, demonstrating good use of dramatic vocabulary, analysing and evaluating key moments in a highly developed way.
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