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: SUMMER TERM	Students working **towards** expected outcomes in Year 7: **Students are exploring the story of Matilda. Through this they will develop their physical and vocal skills and use of dramatic conventions and techniques.** Students can: • Begin to identify a new range of dramatic conventions e.g. still images, mime, choral speaking. • Become a respectful audience member, rarely volunteering their evaluative thoughts, but will sometimes share some analysis when asked to. • Display some use pf physical and vocals skills to communicate some meaning to an audience. They are more confident with their non-verbal communication. • Begin to understand ways they can develop a main character, sometimes applying physical and vocal skills to do so. • Sometimes sustain a character, staying in role without corpsing. • Begin to Identify different styles of theatre, e.g, physical theatre. **Students will be exposed to Operation Pied Piper and explore the world of evacuee children. This will develop their skill set to creating emotional performances.**	Students working **towards** expected outcomes in Year 7: **Students are exploring the story of Matilda. Through this they will develop their physical and vocal skills and use of dramatic conventions and techniques.** Students can: • Identify a new range of dramatic conventions e.g. still images, mime, choral speaking and will begin to use these when creating practical pieces of work. • Become a respectful audience member, sometimes volunteering their evaluative thoughts, using key dramatic vocabulary successfully. • Use a range pf physical and vocals skills to communicate effective meaning to an audience. They are confident to use both physical and vocal techniques while playing a range of characters. • Understand ways they can develop a main character and how character development can enhance a performance and the experience for the audience. • Successfully sustain a character, staying in role without corpsing, creating believable practical performances.	Students working **towards** expected outcomes in Year 7: **Students are exploring the story of Matilda. Through this they will develop their physical and vocal skills and use of dramatic conventions and techniques.** Students can: • Identify a new range of dramatic conventions e.g. still images, mime, choral speaking and will begin to use these when creating practical pieces of work. Their quality of work is highly developed. • Become a respectful audience member, consistently volunteering their evaluative thoughts, using excellent dramatic vocabulary. • Use a range pf physical and vocals skills to communicate highly developed meaning to an audience. They are confident to use both physical and vocal techniques while playing a range of characters. • Apply the techniques to develop a main character and how character development can enhance a performance and the experience for the audience. • Successfully sustain a character, staying in role without corpsing, creating believable practical performances. • Display highly developing knowledge and understanding of different styles of theatre, e.g, physical theatre, and implement these in practical tasks. **Students will be exposed to Operation Pied Piper and explore the world of evacuee children. This will**

	Students can: • Develop an understanding of the time period of the Operation Pied Piper and begin to display their understanding of how the time contrasts to their own. • Explore and re-visit a range of new dramatic conventions, e.g, split-staging, narration, still images. • Begin to develop their physical and vocal skills to apply them to emotionally charges characters and narratives. • Sometimes evaluate performances, displaying some dramatic vocabulary. • Develop their understanding of how to create a dramatic intention and what skills of the actor they will use to meet this. • Begin to try and access the emotional performances and be a supportive audience member to their peers.	• Identify different styles of theatre, e.g, physical theatre, and implement these in practical tasks. **Students will be exposed to Operation Pied Piper and explore the world of evacuee children. This will expose their skill set to creating emotional performances.** Students can: • Demonstrate an understanding of the time period of the Operation Pied Piper and begin to display their understanding of how the Second World War time contrasts to their own. • Explore and re-visit a range of new dramatic conventions, e.g, split-staging, narration, still images and use them effectively to create emotional performances. • Develop their physical and vocal skills to apply them to emotionally charged characters and narratives, creating believable performances. • Evaluate performances in whole class discussions, displaying confident knowledge of dramatic vocabulary. • Create a confident intention for drama performances and have an emotional impact on their audience. • Be mature and evaluate emotional performances and be a supportive audience member to their peers, sometimes offering methods of improvements for future performances.	**expose their skill set to creating emotional performances.** Students can: • Display a highly developed understanding of the time period of the Operation Pied Piper and begin to demonstrate their understanding of how the Second World War time contrasts to their own. • Explore and re-visit a range of new dramatic conventions, e.g, split-staging, narration, still images and use them effectively to create emotional performances, almost always having a powerful impact on the audience. • Develop their physical and vocal skills to apply them to emotionally charged characters and narratives, creating believable performances. • Confidently evaluate performances in whole class discussions, displaying outstanding knowledge of dramatic vocabulary, showing a strong level of maturity to address the social issues of the evacuee's topic. • Create a confident intention for drama performances and have an emotional impact on their audience, consistently creating mood and atmosphere. • Confidently evaluate emotional performances and be a supportive audience member to their peers, sometimes offering methods of improvements for future performances.