



Drama	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 8 PROGRESS STATEMENTS:</p> <p>AUTUMN TERM</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 8: Students are investigating a character called Rosie. Through process drama, they are exploring Rosie’s world and the things she struggles with and, most importantly, how she can overcome these obstacles. Student will continue to develop their skills as actors and the role of a theatre maker.</p> <p>Student can:</p> <ul style="list-style-type: none"> • Use some physical and vocal skills to communicate several emotions to an audience. • Understand how to create mood and atmosphere, sometimes contributing to its creation when playing a character. • Investigate and show an interest into Rosie’s character and can sometimes contribute to whole class discussion. • Work well in a group. This tends to be where they are most comfortable, and they will allow others to take the lead during practical exploration. • Identify tension in performances and contribute ways to build tensions in performances to create an impact on their audience. 	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working towards expected outcomes in Year 8: Students are investigating a character called Rosie. Through process drama, they are exploring Rosie’s world and the things she struggles with and, most importantly, how she can overcome. Student will continue to develop their skills as actors and the role of a theatre maker.</p> <p>Student can:</p> <ul style="list-style-type: none"> • Use a range physical and vocal skills to communicate several emotions as a developed character, to create an impact on an audience. • Confidently create mood and atmosphere, contributing to how its created through a developed use of physical and vocal skills. • Investigate and show an interest into Rosie’s character and is always keen to contribute to whole class discussions to share their opinion. • Work in any group they are assigned to. Students are keen to share ideas and listen to their peers, and in moments, display excellent leadership qualities. • Demonstrate confident drama in an abstract style. Students can display a confident understanding of the internal thoughts of a character through this style, showing great maturity. 	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working towards expected outcomes in Year 8: Students are investigating a character called Rosie. Through process drama, they are exploring Rosie’s world and the things she struggles with and, most importantly, how she can overcome. Student will continue to develop their skills as actors and the role of a theatre maker.</p> <p>Student can:</p> <ul style="list-style-type: none"> • Use highly developed physical and vocal skills to communicate a range of different emotions as a developed character, creating a significant impact on their audience. • Skilfully create mood and atmosphere in a range of ways, through key dramatic conventions or the skills of the actor. Students can create a climactic moment, hook their audiences and make them invested in their performances. • Investigate Rosie’s story and and dissect the narrative to analyse the inner thoughts of the character. Students are always contributing throughout each lesson, sharing their valued opinions with their peers. • Lead students in any group assignment. Students display confident leadership skills, encouraging and supporting other students while sharing their own ideas and opinions. • Demonstrate a highly developed understanding of abstract drama. Students communicate a passionate understanding of the internal thoughts of different characters and use this information to create powerful performances,



	<ul style="list-style-type: none">• Understand the idea of abstract drama. Students can demonstrate this dramatic style through some performance conventions. <p>Students will be exploring the concept of 'Page to Stage'. Bringing key extracts from a range of scripts to life for an audience.</p> <p>Students can:</p> <ul style="list-style-type: none">• Examine several different texts and begin to analyse the narrative.• Identify stage directions and begin to understand their meaning and how the actors can use them in performances.• Identify stage positions.• Demonstrate a basic understanding of the GCSE text Blood Brothers.• Bring characters to life from the page to stage, attempting to use some physicality and non-verbal communication.• Can work collaboratively in group work demonstrated more confidence when working in pairs, bringing to life a duologue.	<ul style="list-style-type: none">• In some moments, create powerful tension, captivating their whole audience through their use of physical and vocal skills. <p>Students will be exploring the concept of 'Page to Stage'. Bringing key extracts from a range of scripts to life for an audience.</p> <p>Students can:</p> <ul style="list-style-type: none">• Examine and display a confident understanding of a range of different texts, communicating the narrative, character relationships and key themes.• Communicate a confident understanding of stage directions and analyse the director's interpretation for key moments in the script. Students will begin to bring these stage directions to life, creating clarity of meaning for their audience.• Use the language of stage positions when rehearsing key scenes in groups.• Display an understanding for the GCSE set text Blood Brothers, identifying and investing in the themes and character of the text.• Demonstrate a confident use of key skills of the actor, incorporating ideas as a director and designer.• Work collaboratively in any group, displaying a confident use of physicality and non-verbal communication to bring developed characters to life from the script.	<p>filled with tension. They show excellent maturity when exploring emotional topics.</p> <ul style="list-style-type: none">• Consistently, create powerful mood and atmosphere in a range of performances. They captivate their whole audience through their use of physical and vocal skills and performance conventions. <p>Students will be exploring the concept of 'Page to Stage'. Bringing key extracts from a range of scripts to life for an audience.</p> <p>Students can:</p> <ul style="list-style-type: none">• Examine and display a highly developed understanding of a range of different texts, communicating the narrative, character relationships, key themes and subtext.• Communicate an outstanding understanding of stage directions and analyse the director's interpretation for key moments in the script. Students can bring these stage directions to life, creating clarity for their audience whilst developing their understanding of a rehearsal process.• Direct group members using the language of stage positions when rehearsing key scenes.• Display a passionate understanding for the GCSE set text Blood Brothers, identifying and investing in the themes and character of the text.• Demonstrate an outstanding use of key skills of the actor, incorporating ideas as a director and designer.• Work collaboratively in any group, displaying a confident use of physicality and non-verbal communication to bring developed characters to life from the script. Student can take the role
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			of a leader confidently and support other students in their lessons.
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