



Drama	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 8 PROGRESS STATEMENTS:</p> <p>SPRING TERM</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working <b>towards</b> expected outcomes in Year 8:  <b>Students are exploring the style of Greek Theatre. Understanding the history of theatre, mask work, and acting as a chorus for storytelling.</b>            Student can:</p> <ul style="list-style-type: none"> <li>• Understand the origins of theatre and its history, how it all began.</li> <li>• Display some knowledge of key Greek characters, exploring the ideas of hierarchy.</li> <li>• Demonstrate some understanding of some key moments in a few Greek texts.</li> <li>• Contribute to a choral performance, displaying physical and vocal choral techniques, e.g., cannon, echo, etc.</li> <li>• Communicate an understanding of the use of masks in a performance, discussing how and why that were used in traditional Greek theatre performances.</li> <li>• Practically display their role in a chorus and how they can sometimes contribute to impactful drama as a chorus.</li> <li>• Use their creativity to create their own Greek Myth and bring it to life through a chorus.</li> </ul>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working <b>towards</b> expected outcomes in Year 8:  <b>Students are exploring the style of Greek Theatre. Understanding the history of theatre, mask work, and acting as a chorus for storytelling.</b>            Student can:</p> <ul style="list-style-type: none"> <li>• Display a developed understand the origins of theatre and its history. Student will be able to show some knowledge of Greek history, myths and legends.</li> <li>• Display confident knowledge Greek mythological characters, and in some cases, key Greek texts. Students can practically explore the ideas of hierarchy.</li> <li>• Demonstrate a developed understanding of key characters and narratives in the Greek texts we've explored.</li> <li>• Confidently contribute to a choral performance, displaying physical and vocal choral techniques, e.g., cannon, echo, ripple, unison etc.</li> <li>• Communicate a confident understanding of the use of masks in a performance, discussing how and why that were used in traditional Greek theatre performances, and creatively using them in their own work.</li> </ul>	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working <b>towards</b> expected outcomes in Year 8:  <b>Students are exploring the style of Greek Theatre. Understanding the history of theatre, mask work, and acting as a chorus for storytelling.</b>            Student can:</p> <ul style="list-style-type: none"> <li>• Display a highly developed understand the origins of theatre and its history. Student will be able to show confident knowledge of Greek history, myths and legends.</li> <li>• Display outstanding knowledge of Greek mythological characters, and in some cases, key Greek texts. Students can practically explore the ideas of hierarchy with clarity for an audience.</li> <li>• Demonstrate excellent understanding of key characters and narratives in the Greek texts we've explored.</li> <li>• Confidently lead and contribute to a choral performance, displaying physical and vocal choral techniques, e.g., cannon, echo, ripple, unison etc.</li> <li>• Communicate an excellent understanding of the use of masks in a performance, discussing how and why that were used in traditional Greek theatre performances, and creatively using them in their own work, creating significant impact on their audiences.</li> <li>• Confidently display practical performances and their role in a chorus. Students can show how they create an impact on the audience as a chorus and in some key moments how they can create mood and atmosphere.</li> </ul>



**Students will learn about live theatre analysis, watching a live recorded version of Peter Pan and completing written analysis on how the performance impacted them.**

Students can:

- Watch and understand the narrative as an audience member. They can identify key characters and design elements on stage.
- Identify some key skills of the actor when they are used. Students can separate the physical skill and vocal skills, and they intended impact.
- Communicate how they feel as an audience member in key moments of the performance through their written work and verbally in group discussions.
- Identify some of the semiotics used in the live performance and may be able to analyse what meaning they communicate.
- Name some of the basic design semiotics and what impact they bring to their performance.
- Attempt to fill out their Analysing Theatre booklet with a basic level of detail.

- Confidently display practical performances and their role in a chorus. Students can show how they create an impact on the audience as a chorus.
- Use inspiration and their creativity to create their own Greek Myth, bringing it to life through a range of choral techniques.

**Students will learn about live theatre analysis, watching a live recorded version of Peter Pan and completing written analysis on how the performance impacted them.**

Students can:

- Watch and understand the narrative as an audience member. They can identify key characters and design elements on stage and discuss how they communicate meaning.
- Identify physical and vocal skills used by the actor and communicate in their written work how those skills impacted them as an audience member.
- Communicate how they feel as an audience member in key moments of the performance through their written work and verbally in whole class discussions.
- Identify several semiotics used in the live performance and can analyse their meaning by using key drama vocabulary.
- Demonstrate a strong understanding of design semiotics and what impact they bring to their performance, including mood and atmosphere.

- Use inspiration, personal research and their outstanding creativity to create their own Greek Myth, bringing it to life skilfully using Greek choral techniques.

**Students will learn about live theatre analysis by watching Peter Pan and completing written analysis on how the performance impacted them.**

Students can:

- Analyse the narrative as an audience member, identifying key characters and design elements on stage and evaluate how they create an impact on them as an audience member.
- Identify vocal expression, physical skills and non-verbal communication used by the actor and communicate in their written work how those skills impacted them as an audience member.
- Communicate how they feel as an audience member in key moments of the performance, identifying the dramatic intention in these moments and evaluating through their written work and verbally in whole class discussions.
- Demonstrate excellent understanding of the semiotics used in the live performance and can analyse their meaning by using highly developed key drama vocabulary.
- Demonstrate a highly developed understanding of design semiotics and what impact they bring to their performance, including mood atmosphere and tension.
- Complete their Analysing Theatre booklet with an outstanding level of detail.



		<ul style="list-style-type: none"><li>• Complete their Analysing Theatre booklet with a confident level of detail.</li></ul>	
--	--	--	--

