



Drama	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 8 PROGRESS STATEMENTS:</p> <p>SUMMER 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 studying the Shakespearian text ‘Romeo and Juliet’. Student can:</p> <ul style="list-style-type: none"> Identify the key themes of Romeo and Juliet and understanding the family dynamics and time period. Display an understanding of key characters and their motivations at different points in the play. They can understand some of the Shakespearian language to identify the narrative of the key scenes they are exploring. Demonstrate an understanding of using physicality to communicate meaning. Students explored physical scenes with body language, gesture, posture and movement. Demonstrate an understanding of how to convey specific emotions through vocal expressions. Students can display tone, pitch, pace, pause and volume in a few moments of performances. Attempt to communicate meaning in whole class drama tasks, bring the world of Romero and Juliet to life. <p>Students have been exploring the different semiotics that can be used. They are developing their understanding of the roles</p>	<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 studying the Shakespearian text ‘Romeo and Juliet’. Student can:</p> <ul style="list-style-type: none"> Identify the key themes of Romeo and Juliet, understanding the family dynamics and time period. They can gain clear understanding by creating confident dramatic intentions for key scenes. Display an understanding of key characters and their motivations at different points in the play, through use of subtext and understanding of stage directions. Understand the Shakespearian language to identify the narrative of the key scenes they are exploring. Demonstrate a confident understanding of using physicality to communicate meaning. Students explored physical scenes with body language, gesture, posture and movement successfully to meeting their chosen dramatic intentions. Demonstrate a confident understanding of how to convey specific emotions through vocal expression. Students can display tone, pitch, pace, pause and volume in a few moments of 	<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 studying the Shakespearian text ‘Romeo and Juliet’. Student can:</p> <ul style="list-style-type: none"> Identify the key themes of Romeo and Juliet, understanding the family dynamics and time period. They can communicate significant understanding of Shakespearian language. Display excellent knowledge of key characters and their motivations at different points in the play, through use of subtext and understanding of stage directions. This has allowed them to bring to life key moments creating significant impact on their audiences. Demonstrate outstanding understanding of using physicality to communicate meaning. Students explored physical scenes with body language, gesture, posture and movement successfully to meeting their chosen dramatic intentions. Demonstrate an outstanding understanding of how to convey specific emotions through vocal expression. Students can display tone, pitch, pace, pause and volume in a few moments of performances creating significant emotional impact on their audience. <p>Students have been exploring the different semiotics that can be used. They are developing their understanding of the roles within the world of theatre, a director, designer and actor. Students can:</p>



<p>within the world of theatre, a director, designer and actor. Students can:</p> <ul style="list-style-type: none">• Understand a range of roles and their purpose within the world of theatre.• Identify some key dramatic vocabulary that can be used to analyse theatre.• Understand the purpose of a lighting designer, costume designer and sound designer.• Understand the power of costume and how it can support the actor in their characterisation.• Identify several staging layouts, sometimes understanding the advantages and disadvantages of them.• Sometimes apply lighting and sound to their performances to enhance the dramatic impact on their audience.	<p>performances creating significant emotional impact on their audience.</p> <p>Students have been exploring the different semiotics that can be used. They are developing their understanding of the roles within the world of theatre, a director, designer and actor. Students can:</p> <ul style="list-style-type: none">• Share confident knowledge of a range of roles and their purpose within the world of theatre.• Identify developed key dramatic vocabulary that can be used to analyse theatre.• Show developed understanding of the purpose of a lighting designer, costume designer and sound designer, and in some cases take on these roles in group work in lessons.• Demonstrate the power of costume and how it can support the actor in their characterisation. Students can use costume for symbolic representation to create meaning for an audience.• Display developed knowledge of staging layouts, communicating the advantage and disadvantages of them, considering the perspective of the audience.• Confidently experiment with lighting and sound within their performances, aiming to meet artistic intentions and can communicate effective meaning to an audience.	<ul style="list-style-type: none">• Share highly developed knowledge of a range of roles and their purpose within the world of theatre.• Identify highly developed key dramatic vocabulary that can be used to analyse theatre and will be keen to share their valued opinion in whole class discussions.• Show highly developed understanding of the purpose of a lighting designer, costume designer and sound designer, and will eagerly take on these roles in group work in lessons.• Demonstrate the power of costume and how it can support the actor in their characterisation. Students can use costume for symbolic representation to create meaning for an audience.• Display developed knowledge of staging layouts, communicating the advantage and disadvantages of them, considering the perspective of the audience.• Confidently experiment with lighting and sound within their performances, aiming to meet artistic intentions and can communicate effective meaning to an audience.
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