



Drama	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 9 PROGRESS STATEMENTS:</p> <p>AUTUMN 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 9:  <b>Students are studying key moments from a play called ‘Girls Like That’. They have explored bringing to life the work of a playwright and experimenting with a range of staging configurations.</b>  Student can:  Read and understand the narrative of Girls Like That.  Display an understanding of several key themes linked to the play.  Communicate an opinion within group work.  Create a vision when bringing key scenes to life.  Recognise different staging configurations and begin to use the key dramatic vocabulary.  Demonstrate an understanding of the advantages and disadvantages of some staging types.  Contribute to group work but tends to be reluctant to contribute to whole class discussions. They are more comfortable letting someone else take the lead.  Demonstrate the use of physical and vocal skills. These are used in a basic way and create a limited impact on an audience.</p>	<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 9:  <b>Students are studying key moments from a play called ‘Girls Like That’. They have explored bringing to life the work of a playwright and experimenting with a range of staging configurations.</b>  Student can:  Understand and analyse the narrative of Girls Like That. Students can identify possible stock character roles.  Display an understanding of several key themes linked to the play an express way these could be shown in a performance.  Create a confident vision when bringing key scenes to life, considering their artistic intention and how they will impact their audience.  Recognise different staging configurations and begin to use the key dramatic vocabulary.  Students are eager to experiment and implements the staging choices to their performances.  Demonstrate an understanding of the advantages and disadvantages of some staging types and utilising these to their advantage when building a vision.  Contribute to group work and are confident enough to contribute to whole class discussions. They are sometimes confident enough to take the lead in group.  Demonstrate a developed use of physical and vocal skills. These are used confidently and can</p>	<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 9:  <b>Students are studying key moments from a play called ‘Girls Like That’. They have explored bringing to life the work of a playwright and experimenting with a range of staging configurations.</b>  Student can:  Analyse and evaluate the play text, Girls Like That.  Students can identify possible stock character roles and begin to think about choral work.  Display an understanding of several key themes linked to the play an express way these could be shown in a performance.  Create a highly developed vision when bringing key scenes to life, considering their artistic intention and how they will impact their audience.  apply a range of staging configurations and confidently use the relevant dramatic vocabulary. Students are eager to experiment and implements the staging choices to their performances.  Demonstrate an understanding of the advantages and disadvantages of some staging types and utilising these to their advantage when building a vision.  Contribute to group work and are confident enough to contribute to whole class discussions. They tend to take a leadership role in group work and have worked hard inspiring other students in the class.  Demonstrate a developed use of physical and vocal skills. These are used confidently and can create a significant impact on an audience in key moments, creating mood and atmosphere.</p>



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