



Drama	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 9 PROGRESS STATEMENTS:</p> <p>SPRING TERM</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 9: Students are studying live theatre analysis. They will be watching the live recording version of ‘Everybody’s Talking about Jamie’ and evaluating the impact on them as an audience member.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Understand the narrative and key messages of the production ‘Everybody’s Talking about Jamie’. • Identify the skills that key actor uses in the performance. • Identify different elements of design semiotics, sometimes using key vocabulary to describe what they see on stage. • Contribute key ideas and opinions to group work, rarely offering any evaluation to whole class group discussions. • Fill out their Analysing theatre booklet. Students can sometimes use key vocabulary and will show some understanding of how the performance impacted them as an audience member. 	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working towards expected outcomes in Year 9: Students are studying live theatre analysis. They will be watching the live recording version of ‘Everybody’s Talking about Jamie’ and evaluating the impact on them as an audience member.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Understand the narrative and key themes and messages of the production ‘Everybody’s Talking about Jamie’. • Identify the skills that key actor uses in the performance. Students can evaluate the use of physical and vocal skill by key actors. • Confidently identify different elements of design semiotics. Students can use developed vocabulary to describe what they see on stage and discuss how key choices will communicate meaning. • Contribute key ideas and opinions to group work, sometimes offering evaluation and analyse to whole class discussions. • Fill out their Analysing theatre booklet. Students can demonstrate how they were impacted by key semiotics as an audience member. They will use confident key vocabulary within their written work. 	<p>Your child is working beyond the expected progress for this point within the course.</p> <p>Students working towards expected outcomes in Year 9: Students are studying live theatre analysis. They will be watching the live recording version of ‘Everybody’s Talking about Jamie’ and evaluating the impact on them as an audience member.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Understand the narrative and key themes and messages of the production ‘Everybody’s Talking about Jamie’. Confidently identify different theatre maker roles, e.g. director, lighting designer, actor, etc. • Identify the skills that key actor uses in the performance. Students can evaluate the use of physical and vocal skill by key actors and the impact they create for the audience, sometimes discussing the mood and atmosphere. • Confidently identify different elements of design semiotics. Students can use highly developed vocabulary to describe what they see on stage and discuss how key choices will communicate meaning. Students can sometimes identify moments of foreshadowing or symbolism. • Contribute excellent ideas and opinions to group work, consistently offering evaluation and analyse to whole class discussions. • Fill out their Analysing theatre booklet. Students can confidently demonstrate how they were impacted by key semiotics as an audience member. They will use highly developed key vocabulary within their written work.

