



Drama	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>Year 9 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 9: Students are studying the play ‘Find Me’. They have applied learned staging configurations, explored the importance of context to create powerful performance when bringing the text to life.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Understand the narrative of ‘Find Me’. Students understand the importance of the time period and how it influences the key themes of the play. • Display their understanding of abstract Drama. Students can use previous learning to identify key dramatic conventions they can use within their practical work. • Demonstrate understanding of staging configurations. Students can use different staging layouts to communicate meaning to an audience. • Understand multi-rolling and attempt to play a range of characters in one performance. • Display their knowledge of character motivation, sometimes using this when in role. • Utilise their knowledge of design semiotics and attempt to incorporate them within their 	<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 the play ‘Find Me’. They have applied learned staging configurations, explored the importance of context to create powerful performance when bringing the text to life.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Understand the narrative of ‘Find Me’. Students understand the importance of the time period and how it influences the key themes of the play. • Display their understanding of abstract Drama. Students can use previous learning to identify key dramatic conventions and confidently apply them to their performances, engaging their audience. • Demonstrate understanding of staging configurations. Students confidently use different staging layouts to communicate meaning to an audience and in key moments, can create significant impact from these choices. • Understand multi-rolling and can play a range of characters in one performance, clearly switching between roles. • Demonstrate their developed knowledge of character motivation and use this confidently when in role. • Utilise their knowledge of design semiotics and confidently incorporate 	<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 the play ‘Find Me’. They have applied learned staging configurations, explored the importance of context to create powerful performance when bringing the text to life.</p> <p>Students can:</p> <ul style="list-style-type: none"> • Understand the narrative of ‘Find Me’. Students understand the importance of the time period and how it influences the key themes of the play. Student will allow this highly developed knowledge to influence their performance choices. • Display their understanding of abstract Drama. Students can use previous learning to identify key dramatic conventions and confidently apply them to their performances, engaging their audience and create mood and atmosphere. • Demonstrate highly developed understanding of staging configurations. Students confidently use different staging layouts to communicate meaning to an audience and can create significant impact consistently from these choices. • Understand multi-rolling and can play a range of characters in one performance, clearly switching between roles and confidently communicating their different character through physical and vocal skills. • Demonstrate their highly developed knowledge of character motivation and use this confidently when in role, displaying developed characterisation.



	<p>performances to create impact on the audience.</p> <ul style="list-style-type: none">• Sometimes contribute to whole class discussions but is preferably a quieter member of the class.	<p>them within their performances to create impact on the audience.</p> <ul style="list-style-type: none">• Will contribute to whole class discussions and can sometimes display leadership qualities within group work. Always works well in any group.	<ul style="list-style-type: none">• Utilise their highly developed knowledge of design semiotics and confidently incorporate them within their performances to create impact on the audience.• Will always contribute to whole class discussions. Students can demonstrate excellent leadership qualities and work well in any group.
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