

Outcomes / success criteria	Understanding Drama		Devising Drama		Texts in practice
	Knowledge & Understanding	Analysis & Evaluation	Creating	Performing	
Beginning	I can recognise some basic characters of performance such as stage directions and character	I can retell some elements of the story of a play. I can name some skills used by an actor	I take part in group work, listening to the ideas of others	I take part in a piece of drama. I make attempts to perform in role making use of basic physical and vocal skills. I can be heard and understood	I can demonstrate some use of movement, body language and gesture in performance
Developing	I can identify some characteristics of performance such as genre, and character motivation and interaction. I make confident use of theatre terminology.	I can describe the plot of a play. I can identify the skills being used by an actor.	I give ideas to develop drama. I work with commitment to a group. I practise work more than once.	I use physical and vocal skills with some control to communicate a clear character. I perform in role with focus.	I begin to explore vocal skills in performance, experimenting with projection, inflection and emotional range. I can learn small sections of text.
Secure	I can identify a range of characteristics of performance such as structure, style and language. I make confident use of theatre terminology.	I can explain how a play has been interpreted and what message is being communicated. I can describe the skills being used by an actor.	I accept and incorporate the work of others. I work with energy as an effective group member. I produce drama that communicates some meaning. I respond to feedback.	I can create a role that is consistent throughout performance. I make a connection with the audience. My physical and vocal skills are competent.	I can commit dialogue to memory. I can perform as a character as written in the text. I can make use of an emerging range on physical and vocal skills.
Confident	I can identify a range of more complex characteristics of performance such as creation of mood and atmosphere, and dramatic climax. I make use of theatre terminology when talking about staging.	I can discuss how the characteristics of performance have been used to portray a message. I can explain how the actor used skills in their performance.	I give specific direction to support the work of others. I work with creativity to communicate meaning. I rehearse, refine and amend work in response to feedback.	I can use physical and vocal skills to demonstrate clear character intentions to an audience. My performance communicates meaning and clearly reflects what was rehearsed.	I can develop appropriate performer/audience relationships. I portray a role making use of more advanced physical and vocal skills.
Exceptional	I demonstrate an understanding of how meaning is interpreted and communicated through performance conventions. I make confident use of theatre terminology when talking about staging.	I can evaluate how specific characteristics of performance have been used to portray a message. I can discuss how the actor used skills in their performance to create various effects.	I show considerable leadership in shaping work. I can communicate meaning effectively to an audience. I rehearse with complete confidence, refining work continually, evaluating my own process.	I can use a wide range of physical and vocal skills with subtlety. I can use space to demonstrate status and character relationships.	I can interpret texts imaginatively. I can demonstrate the use of more complex physical skills such as spatial awareness, stillness, timing and control.
Beyond	I demonstrate an understanding of social, cultural and historical contexts. I use theatre terminology to explain how meaning is interpreted and communicated through design elements.	I can analyse the way in which a play has been interpreted in performance. I can evaluate the effectiveness of an actor's skills.	I understand the role of the director, taking on responsibility for artistic decisions. I develop ideas that demonstrate coherent and comprehensive intentions. I analyse and evaluate my own process with flair.	I can make intuitive use of physical and vocal skills to develop convincing role/roles. I can create tension between character and audience. I can perform with complete confidence throughout.	I realise the artistic intension of the playwright. I can demonstrate the use of more complex vocal skills such as clarity of diction, pitch, pause and timing, accent and intonation.