

Year 7



**Success Criteria**

# Success Criteria Developing

## Tools of the Trade

- Respond well to other characters in role
- Commit solidly to being a character, demonstrating some emotion through actions and language.
- Work effectively with other pupils to present drama.
- Participate regularly in whole class discussion.
- Recognise the need to practice your drama to make it better
- State in clear terms why you liked a performance /drama
- Plan to take turns speaking your parts.
- Use your voice with understanding of the use of expression..
- Use a still image with understanding of how to communicate meaning to the audience.
- Use space and levels with understanding of how they can change the drama dynamic.
- Use eye contact and facial expression with understanding and confidence.
- Create a clear thought track that shows an insight into character.
- Use encapsulation with some thought and consideration

# Success Criteria

## Secure

## Tools of the Trade

- Respond with excellent creativity to other characters in role
- Commit enthusiastically to being a character, demonstrating clear emotion through actions and language.
- Work highly effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Participate enthusiastically in whole class discussion.
- Concentrate on the need to practice your drama to make it better
- State articulately why you liked a performance /drama giving examples to demonstrate Your point.
- Rehearse taking it in turns to speak your parts.
- Use your voice with excellent understanding of the use of expression..
- Use a still image with excellent understanding of how to communicate meaning to the audience.
- Use space and levels with excellent understanding of how you can change the drama dynamic.
- Use eye contact and facial expression with and excellent understanding and confidence.
- Create a deep and incisive thought track that shows a clear insight into character.
- Use encapsulation with excellent thought and consideration of its purpose

# Success Criteria Extending

## Tools of the Trade

- Respond with outstanding creativity to other characters in role
- Commit totally to being a character, demonstrating an outstanding emotion through actions and language.
- Take the lead in group work, structuring and shaping the work but integrating the work of other pupils make successful drama.
- Participate regularly, articulating your ideas and views in whole class discussion.
- Commit and Concentrate on the need to practice your drama understanding completely the effect this has on outcome.
- Articulate completely why you appreciated a performance /drama analysing examples to demonstrate your point.
- Consistently rehearse taking it in turns to speak your parts and identifying weak areas to rectify.
- Use your voice with outstanding understanding of the use of expression..
- Use a still image with outstanding understanding of how to communicate meaning to the audience.
- Use space and levels with outstanding understanding of how you can change the drama dynamic.
- Use eye contact and facial expression with and outstanding understanding and confidence.
- Consistently create deep and incisive thought tracks that show a deep insight into character.
- Use encapsulation with outstanding thought and consideration of its purpose.

# Success Criteria Developing

## Improvisation from a stimulus

- Use of a range of techniques and forms to express your ideas, e.g. narration in story theatre, mask work, and mime in physical theatre.
- Establish a character, with control over movement and voice
- Select and operate a range of simple theatre technologies to create the right space for Your drama and to enhance Your work
- Learn lines, collaborate with others and organise simple presentations
- Experiment with your voices and movement, to create or present different characters in performance.
- Reflect on and evaluate your own and other pupils' work, suggest improvements and use correct basic theatre terminology
- Respond with good creativity to other characters in role
- Commit enthusiastically to being a character, demonstrating clear emotion through actions and language.
- Work highly effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Use your voice with good understanding of the use of expression.
- Creatively use space and levels with understanding of how you can enhance communication to an audience.
- Use encapsulation with much thought and consideration
- Approach a sound collage in an original and creative way to highlight the abstract Illusion of pressure.
- Use pauses in drama with good understanding of the effect.
- Use a series of still images with clear and precise understanding of how to link theme to create a storyboard with good understanding of how they work together to communicate meaning.

# Success Criteria

## Secure

## Improvisation from a stimulus

- Act out improvised dramas and existing scripts, creating characters that are clearly different from yourselves, and experiment with voice, gesture, costumes and staging
- Respond to the use of drama techniques to deepen the role or understanding of the situation, e.g. hot seating.
- Choose vocabulary and movement to match the person, place and time required by your story or situation.
- Respond with excellent creativity to other characters in role
- Commit enthusiastically to being a character, demonstrating clear emotion through actions and language.
- Work highly effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Participate enthusiastically in whole class discussion.
- Use a still image with excellent understanding of how to communicate meaning to the audience.
- Use space and levels with excellent understanding of how they can change the drama dynamic.
- Use eye contact and facial expression with and excellent understanding and confidence.
- Create a deep and incisive thought track that shows a clear insight into character.
- Reflect on and evaluate your own and other pupils' work, suggest improvements and use correct basic theatre terminology
- Work highly effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Creatively use space and levels with understanding of how you can enhance communication to an audience.
- Approach a sound collage in a highly inventive original way to highlight the abstract Illusion of pressure.
- Use pauses in drama with excellent understanding of the effect.
- Use a series of still images with excellent, precise and thoughtful understanding of how to link them to create a storyboard with excellent understanding of how they work together to communicate meaning.

# Success Criteria

## Extending

## Improvisation from a stimulus

- **Totally understand the significance of selecting appropriate lighting or simple symbolic props, sets or costumes, and understand and predict accurately the effect**
- **Analyse with insight your work and the work of others, showing understanding of different forms and making use of some specialist terms,**
- **Commit totally to being a character, demonstrating an outstanding emotion through actions and language.**
- **Take the lead in group work, structuring and shaping the work but integrating the work of other pupils to present drama, blending ideas.**
- **Participate regularly, articulating your ideas and views in whole class discussion.**
- **Commit and Concentrate on the need to practice your drama understanding completely the effect this has on outcome.**
- **Articulate completely why they appreciated a performance /drama analysing examples to demonstrate your point.**
- **Consistently rehearse taking it in turns to speak your parts and identifying weak areas to rectify.**
- **Use your voice with outstanding understanding of the use of expression.**
- **Use a still image with outstanding understanding of its ability to communicate a character's inner subtext.**
- **Use a highly creative approach to the use of space and levels with a total understanding of how they can enhance communication to an audience.**
- **Approach a sound collage in an outstanding and highly inventive original approach to highlight the abstract Illusion of pressure.**
- **Use pauses in drama with dramatic punctuation showing an outstanding understanding of the effect.**
- **Use a series of still images with outstanding, precise and thoughtful understanding of how to link them to create a storyboard with an astute understanding of how they work together to communicate meaning.**

# Success Criteria

## Developing

# Stepping Up

- Read from the page with good understanding and attempt at building a character through use of voice.
- Combine the techniques of still images and thought tracking with a very good understanding of your ability to communicate character subtext.
- Use different styles of persuasive language using voice, space, levels and movement with a good interpretation and understanding of your effect.
- Use sound collage with much invention demonstrating a clear understanding of how to represent pressure in an abstract way.
- Use cross cutting with confidence and an understanding of how it can move the drama more than once in time.
- Use encapsulation and still images with a clear understanding of what is being communicated to an audience
- Use a storyboard scaffold as a starting point for structuring drama building in clear performance skills such as space, levels, set etc.
- Use hot seating with the exact purpose of building character subtext.
- Create thought tracks of the length and depth that give strong character insight.
- Understand the needs of the text when using the printed word of the play in a performance and exploring the creative possibilities within the performance.



# Success Criteria

## Secure

# Stepping

## Up

- Read from the page with excellent understanding and ability to build a character through use of voice.
- Combine the techniques of still images and thought tracking with an excellent understanding of your ability to communicate character subtext.
- Apply the different styles of persuasive language using voice, space, levels and movement with an excellent interpretation and understanding of your effect.
- Use sound collage with excellent invention demonstrating a very clear understanding of how to represent pressure in an abstract way.
- Use cross cutting with much confidence and an understanding of how it can move the drama multiple times in time.
- Use encapsulation and still images with an excellent clarity of understanding of what is being communicated to an audience
- Understand that a storyboard scaffold is a springboard for structuring drama and building the layers of performance skills upon these such as space, levels, set etc.
- Use hot seating with the knowledge and understanding of purpose of building character subtext.
- Create insightful thought tracks of the length and depth that explore the subtle aspects of character
- Understand the demands and needs of a text when using the printed word of the play in a performance and exploring the creative possibilities within the performance.
- Read from the page with good understanding and attempt.

# Success Criteria

## Extending

# Stepping up

- Read from the page with outstanding understanding and ability to build a character through use of voice whilst reading.
- Combine the techniques of still images and thought tracking with an outstanding understanding of your ability to communicate character subtext.
- Apply the different styles of persuasive language using voice, space, levels and movement with an outstanding interpretation and understanding of your effect.
- Use sound collage with outstanding innovation demonstrating a very clear understanding of how to represent pressure in an abstract way.
- Use cross cutting with great confidence and an understanding of how it can move the drama multiple times in time and place using time as a fluid transition to link the drama form.
- Use encapsulation and still images with an outstanding clarity of understanding of what is being communicated to an audience
- Understand that a storyboard scaffold is a springboard for structuring drama and building complex layers of performance skills upon these such as space, levels, set etc.
- Use hot seating with astute knowledge and understanding of purpose of building character subtext.
- Create insightful thought tracks of the length and depth that explore the subtle aspects of character building complex characters.
- Completely understanding the demands and needs of a text when using the printed word of the play in a performance and exploring the creative possibilities within the performance and building originality into the structure.

# Success Criteria

## Developing

# Story Telling

- Be able to use a storyboard scaffold as a starting point for structuring drama
- Be able to create a thought track of some length and some depth of character insight.
- Understand how to use the word of the play to create a performance with some creativity.
- To try and use some Greek theatre techniques when staging the drama.
- Be able to deliver a clear narration that demonstrates a characters viewpoint using vocal expression well.
- To create a realistic character that has been developed from an interpretation from song lyrics.
- To present a character that can elicit an emotional response from an audience.
- To structure drama designed to educate or inform an audience.

# Success Criteria

## Secure

# Story Telling

- Use a storyboard scaffold as a starting point for structuring drama building in clear performance skills such as space, levels, set etc.
- Use hot seating with the exact purpose of building character subtext.
- Create thought tracks of the length and depth that give strong character insight.
- Understand the needs of the text when using the printed word of the play in a performance and exploring the creative possibilities within the performance.
- To include Greek theatre techniques with some confidence when staging the drama.
- Be able to deliver a thoughtful, clear and incisive narration that demonstrates a characters viewpoint using vocal expression with control and purpose.
- To create a totally realistic character that has been developed with some insight from an interpretation from song lyrics.
- To present a character with the purpose of creating an emotional response from an audience.
- To structure drama that has specific purpose using theatrical devices to scaffold the drama

# Success Criteria

## Extending

# Story Telling

- Understand that a storyboard scaffold is a springboard for structuring drama and building the layers of performance skills upon these such as space, levels, set etc.
- Use hot seating with the knowledge and understanding of purpose of building character subtext.
- Create insightful thought tracks of the length and depth that explore the subtle aspects of character
- Understand the demands and needs of a text when using the printed word of the play in a performance and exploring the creative possibilities within the performance.
- To structure with the precise inclusion of Greek theatre techniques with confidence when staging the drama.
- Be able to deliver an articulate, detail and clear and incisive narration that demonstrates a characters viewpoint using vocal expression with complete control and purpose.
- To create believable characters that has been developed with insight from an interpretation from song lyrics.
- To present a character with the express purpose of creating an emotional response from an audience.
- To structure drama that has specific purpose using multiple theatrical devices to scaffold the drama.

# Success Criteria

## Developing

# Darkwood Manor

- Use encapsulation and still images with a clear understanding of what is being communicated to an audience
- Use a storyboard scaffold as a starting point for structuring drama building in clear performance skills such as space, levels, set etc.
- Use hot seating with the exact purpose of building character subtext.
- Create thought tracks of the length and depth that give strong character insight.
- Understand the needs of the text when using the printed word of the play in a performance and exploring the creative possibilities within the performance.
- To include tension techniques with some confidence when staging the drama.
- Be able to deliver a thoughtful, clear and incisive narration that demonstrates a characters viewpoint using vocal expression with control and purpose.
- To create a totally realistic character that has been developed with some insight from an interpretation from imagination.
- To present a character with the purpose of creating an emotional response from an audience.
- To structure drama that has specific purpose using theatrical devices to scaffold the drama.

# Success Criteria

## Secure

## Darkwood Manor

- Use encapsulation and still images with an excellent clarity of understanding of what is being communicated to an audience
- Understand that a storyboard scaffold is a springboard for structuring drama and building the layers of performance skills upon these such as space, levels, set etc.
- Use hot seating with the knowledge and understanding of purpose of building character subtext.
- Create insightful thought tracks of the length and depth that explore the subtle aspects of character
- Understand the demands and needs of a text when using the printed word of the play in a performance and exploring the creative possibilities within the performance.
- To structure with the precise inclusion of tension techniques with confidence when staging the drama.
- Be able to deliver an articulate, detail and clear and incisive narration that demonstrates a characters viewpoint using vocal expression with complete control and purpose.
- To create believable characters that has been developed with insight from an interpretation from imagination.
- To present a character with the express purpose of creating an emotional response from an audience.
- To structure drama that has specific purpose using multiple theatrical devices to scaffold the drama

# Success Criteria

## Extending

## Darkwood Manor

- Use encapsulation and still images with an outstanding clarity of understanding of what is being communicated to an audience
- Understand that a storyboard scaffold is a springboard for structuring drama and building complex layers of performance skills upon these such as space, levels, set etc.
- Use hot seating with astute knowledge and understanding of purpose of building character subtext.
- Create deeply insightful thought tracks of the length and depth that explore the subtle aspects of character building complex characters.
- Completely understanding the demands and needs of a text when using the printed word of the play in a performance and exploring the creative possibilities within the performance and building originality into the structure.
- To structure with the precise and intuitive inclusion of tension techniques with confidence when staging the drama.
- Be able to deliver an articulate, detailed and expressive and incisive narration that demonstrates a characters viewpoint using vocal expression with total control and purpose.
- To create deep and detailed believable characters that has been developed with insight from an interpretation from imagination.
- To present a character with the express purpose of creating a clearly defined emotional response from an audience.
- To structure drama that has specific purpose using multiple theatrical devices using prior knowledge and skills to scaffold the drama.



# Year 8



# Success Criteria Developing

## Improvisation from a stimulus

- Respond well to other characters in role
- Create characters that have elements of reality in performance, demonstrating some emotion through actions and language.
- Work effectively with other pupils to structure and present drama.
- Participate regularly in whole class discussion.
- Recognise the need to practice and refine drama to make it better
- State in clear terms why you liked a performance /drama
- Create drama from a different stimuli using imagination.
- Use the voice with understanding of the communicate the expression of the character.
- Use a still images with a solid understanding of how to use proxemics to communicate meaning to the audience.
- Use space and levels with understanding of how they can change the drama dynamic.
- Use eye contact and facial expression with understanding and confidence.
- Use thoughts tracks to communicate a characters hidden emotion an insight into character.
- Use encapsulation, sound collage, hot-seating with great thought and understanding of the effect they have.

# Success Criteria

## Secure

## Improvisation from a stimulus

- Respond with excellent creativity to other characters in role
- Create characters that have elements of reality in performance, demonstrating clear emotion through actions and language.
- Work highly effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Participate enthusiastically in whole class discussion.
- Concentrate on the need to practice your drama to make it better
- State articulately why they liked a performance /drama giving examples to demonstrate your point.
- Create drama from a different stimuli using great imagination.
- Use your voice with excellent understanding of the use of expression.
- Use a still images with a excellent understanding of how to use proxemics to communicate meaning to the audience.
- Use space and levels with excellent understanding of how they can change the drama dynamic.
- Use eye contact and facial expression with and excellent understanding and confidence.
- Use prolonged thoughts tracks to communicate a characters hidden emotion an insight into character.
- Use encapsulation, sound collage, hots-seating with some thought and understanding of the effect they have.

# Success Criteria

## Extending

## Improvisation from a Stimulus

- Respond with outstanding creativity to other characters in role
- Create characters that have elements of reality in performance, demonstrating deep emotion through actions and language
- Take the lead in group work, structuring and shaping the work but integrating the work of other pupils make successful drama.
- Participate eagerly, articulating your ideas and views in whole class discussion.
- Commit and Concentrate on the need to practice understanding completely the effect this has on outcome.
- Articulate completely why they appreciated a performance /drama analysing examples to demonstrate your point.
- Consistently rehearse taking it in turns to speak your parts and identifying weak areas to rectify.
- Create drama from a different stimuli using outstanding imagination.
- Use a still images with a outstanding understanding of how to use proxemics to communicate meaning to the audience.
- Use space and levels with outstanding understanding of how they can change the drama dynamic.
- Use eye contact and facial expression with and outstanding understanding and confidence.
- Consistently create deep and incisive thought tracks that express a deep insight into character.
- Use encapsulation, sound collage, hots-seating with some thought and understanding of the effect they have

# Success Criteria

## Developing

# Refugees

- Show some empathy and understanding of others lives
- Use of a range of techniques and forms to express your ideas, e.g. narration, thought tracking, sound collage, cross cutting.
- Establish a character, with control over movement and voice
- Select and operate a range of simple theatre technologies to create the right space for your drama and to enhance your work
- Learn lines, collaborate with others and organise simple presentations
- Experiment with your voices and movement, to create or present different characters in performance.
- Reflect on and evaluate your own and other pupils' work, suggest improvements and use correct basic theatre terminology
- Understand how to create a dramatic response to factual stimuli
- Learn to Respond with good creativity to other characters in role
- Commit enthusiastically to being a character, demonstrating clear emotion through actions and language.
- Work effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Use your voice with good understanding of the use of expression.
- Creatively use space and levels with understanding of how they can enhance communication to an audience.
- Use a variety of techniques with increased sophistication.
- Approach a cross cutting to explore different aspects of a given stimuli.
- Use different approaches to structuring drama.

# Success Criteria

## Refugees

### Secure

- Show excellent empathy and understanding of others lives
- Imaginatively use of a range of techniques and forms to express your ideas, e.g. narration, thought tracking, sound collage, cross cutting.
- Establish a character, with great control over movement and voice
- Select and operate a range of theatre technologies to create the right space for your drama and to enhance your work
- Learn lines, collaborate with others and organise elaborate presentations
- Experiment in a highly creative way with voices and movement, to create or present different characters in performance.
- Reflect on and evaluate your own and other pupils' work, suggest improvements and use correct theatre terminology
- Experiment with how to create a dramatic response to factual stimuli
- Learn to respond with excellent creativity to other characters in role
- Commit with understanding to being a character, demonstrating clear emotion through actions and language.
- Work highly effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Use voice with excellent understanding of the use of expression.
- Creatively use space and levels with secure understanding of how you can enhance communication to an audience.
- Use a variety of techniques with increased sophistication.
- Approach a effectively cross cutting to explore different aspects of a given stimuli.
- Use different approaches to structuring drama.

# Success Criteria

## Extending

# Refugees

- Show outstanding empathy and understanding of others lives
- use of a range of techniques and forms in a highly imaginative way to express your ideas, e.g. narration, thought tracking, sound collage, cross cutting.
- Establish a character, with outstanding control over movement and voice
- Select and operate a range of theatre technologies to create the right space for your drama and to enhance your work
- Learn lines, collaborate with others and organise elaborate presentations
- Experiment in a impressively creative way with voices and movement, to create or present different characters in performance.
- Reflect on and evaluate your own and other pupils' work, suggest improvements and using articulate theatre terminology
- Experiment with how to create a dramatic response to factual stimuli
- Learn to respond with outstanding creativity to other characters in role
- Commit with great understanding to being a character, demonstrating deep emotion through actions and language.
- Work highly effectively with other pupils to present drama, taking the lead in the structure of the drama.
- Use voice with outstanding understanding of the use of expression.
- Creatively use space and levels with strong understanding of how you can enhance communication to an audience.
- Use a variety of techniques with great sophistication.
- Approach cross cutting with keen understanding to explore different aspects of a given stimuli.
- Use a multitude of different approaches to structuring drama.

# Success Criteria Developing

# Humpty Dumpty

- Read aloud with some attempts at expression.
- Use of a range of techniques and forms to explore an interpretation of a written text, e.g. narration, thought tracking, sound collage, cross cutting.
- Establish a character, from a text with control over movement and voice and experiment with your voice and movement, to create or present different characters in performance
- Select and operate a range of simple theatre technologies to create the right space for your drama and to enhance your work
- Learn lines, collaborate with others and organise simple presentations
- Reflect on and evaluate your own and other pupils' work, suggest improvements and use correct basic theatre terminology
- Commit enthusiastically to being a character, demonstrating clear emotion through actions and language.
- Work effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Use your voice with good understanding of the use of expression.
- Creatively use space and levels with understanding of how they can enhance communication to an audience.
- Use a variety of techniques with increased sophistication.
- Use different approaches to structuring drama.



# Success Criteria

## Secure

Humpty  
Dumpty

- Read aloud with excellent expression
- Use of a range of techniques and forms with imagination to explore an interpretation of a written text, e.g. narration, thought tracking, sound collage, cross cutting.
- Establish a character, from a text with good control over movement and voice and experiment effectively with your voices and movement, to create or present different characters in performance
- Select and operate a range of theatre technologies to create the right space for your drama and to enhance your work
- Learn lines, collaborate with others and organise elaborate presentations
- Reflect on and evaluate your own and other pupils' work, suggest improvements and use correct theatre terminology
- Experiment with how to create a dramatic response to play text stimuli
- Learn to respond with excellent creativity to other characters in role
- Commit with understanding to being a character, demonstrating clear emotion through actions and language.
- Work highly effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Use voice with excellent understanding of the use of expression.
- Creatively use space and levels with secure understanding of how you can enhance communication to an audience.
- Use a variety of techniques with increased sophistication.
- Use different approaches to structuring drama.

# Success Criteria

## Extending

# Humpty Dumpty

- Read aloud with outstanding expression
- Use of a range of techniques and forms with great imagination to explore an interpretation of a written text, e.g. narration, thought tracking, sound collage, cross cutting.
- Establish a character, from a text with excellent control over movement and voice and experiment effectively with your voices and movement, to create or present different characters in performance
- Select and operate a range of theatre technologies to create the right space for your drama and to enhance your work
- Learn lines, collaborate with others and organise elaborate presentations
- Experiment in an impressively creative way with voices and movement, to create or present different characters in performance.
- Reflect on and evaluate your own and other pupils' work, suggest improvements and using articulate theatre terminology
- Learn to respond with outstanding creativity to other characters in role
- Commit with great understanding to being a character, demonstrating deep emotion through actions and language.
- Work highly effectively with other pupils to present drama, taking the lead in the structure of the drama.
- Use voice with outstanding understanding of the use of expression.
- Creatively use space and levels with strong understanding of how you can enhance communication to an audience.
- Experiment with how to create a dramatic response to plaintext stimuli
- Use a variety of techniques with great sophistication.
- Use a multitude of different approaches to structuring drama.

# Success Criteria

## Developing

## British History

- Respond well to other characters in role
- Create characters that have clear elements of reality in performance, demonstrating some emotion through actions and language.
- Work effectively with other pupils to structure and present drama.
- Participate regularly in whole class discussion.
- Recognise the need to practice and refine drama to make it better
- State in clear terms why they liked a performance /drama
- Create drama from a factual stimuli using imagination.
- Use the voice with understanding of the communicate the expression of the character.
- Use a still images with a solid understanding of how to use proxemics to communicate meaning to the audience.
- Use space and levels with understanding of how they can change the drama dynamic.
- Use eye contact and facial expression with understanding and confidence.
- Use thoughts tracks to communicate a characters hidden emotion an insight into character.
- Use encapsulation, sound collage, hot-seating with great thought and understanding of the effect they have.

# Success Criteria

## Secure

## British History

- Respond with excellent thought to other characters in role
- Create characters that have strong elements of reality in performance, demonstrating some emotion through actions and language.
- Work highly effectively with other pupils to structure and present drama.
- Participate regularly in whole class discussion.
- Recognise the need to practice and refine drama to make it better
- State articulately why they liked a performance /drama
- Create drama from a factual stimuli using excellent imagination.
- Use the voice with great understanding of how to communicate the expression of the character.
- Use a still images with a solid understanding of how to use proxemics to communicate meaning to the audience.
- Use space and levels with clear understanding of how they can change the drama dynamic.
- Use eye contact and facial expression with excellent understanding and confidence.
- Use extensive thoughts tracks to communicate a characters hidden emotion an insight into character.
- Use encapsulation, sound collage, hot-seating with excellent thought and understanding of the effect they have.

# Success Criteria

## Extending

## British History

- Respond with outstanding thought to other characters in role
- Create characters that have elements of reality in performance, demonstrating some emotion through actions and language.
- Work effectively with other pupils to structure and present drama.
- Participate regularly in whole class discussion.
- Recognise the need to practice and refine drama to make it better
- State in a highly articulate way why they liked a performance /drama
- Create drama from a factual stimuli using outstanding imagination.
- Use the voice with excellent understanding of how to communicate the expression of the character.
- Use a still images with a outstanding understanding of how to use proxemics to communicate meaning to the audience.
- Use space and levels with great understanding of how they can change the drama dynamic.
- Use eye contact and facial expression with outstanding understanding and confidence.
- Use extensive and expressive thoughts tracks to communicate a characters hidden emotion an insight into character.
- Use encapsulation, sound collage, hot-seating with excellent thought and understanding of the effect they have.

# Success Criteria

## Developing

### Lamb To The Slaughter

- Respond with thought and consideration to a short story stimulus.
- Use of a range of techniques and forms to explore an interpretation of a short story , e.g. narration, thought tracking by proxy sound collage, cross cutting.
- Establish a character, from a text with control over movement and voice and experiment with your voices and movement, to create or present different characters in performance
- Select and operate a range of theatre technologies to create the right space for your drama and to enhance your work
- Learn lines, collaborate with others and organise simple presentations
- Reflect on and evaluate your own and other pupils' work, suggest improvements and use correct basic theatre terminology
- Commit enthusiastically to being a character, demonstrating clear emotion through actions and language.
- Work effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Use your voice with good understanding of the use of expression.
- Creatively use space and levels with understanding of how they can enhance communication to an audience.
- Use a variety of techniques with increased sophistication.
- Use different approaches to structuring drama.

# Success Criteria

## Secure

## Lamb To The Slaughter

- Respond with excellent thought and consideration to a short story stimulus.
- Use of a range of techniques and forms with imagination to explore an interpretation of a short story , e.g. narration, thought tracking by proxy sound collage, cross cutting.
- Establish a clear character, from a text with complete control over movement and voice and experiment with your voices and movement, to create or present different characters in performance
- Select and operate a range of theatre technologies to create the right space for your drama and to enhance your work
- Learn lines, collaborate with others and organise creative presentations
- Reflect on and evaluate articulately Your own and other pupils' work, suggest improvements and use correct basic theatre terminology
- Commit with thought and consideration to being a character, demonstrating clear emotion through actions and language.
- Work highly effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Use your voice with excellent understanding of the use of expression.
- Creatively use space and levels with real understanding of how they can enhance communication to an audience.
- Use a variety of techniques with increased sophistication.
- Use sophisticated approaches to structuring drama.

# Success Criteria

## Extending

## Lamb To The Slaughter

- Respond with excellent thought and consideration to a short story stimulus.
- Use of a range of techniques and forms with imagination to explore an interpretation of a short story , e.g. narration, thought tracking by proxy sound collage, cross cutting.
- Establish a clear character, from a text with complete control over movement and voice and experiment with your voices and movement, to create or present different characters in performance
- Select and operate a range of theatre technologies to create the right space for your drama and to enhance your work
- Learn lines, collaborate with others and organise creative presentations
- Reflect on and evaluate articulately Your own and other pupils' work, suggest improvements and use correct basic theatre terminology
- Commit with thought and consideration to being a character, demonstrating clear emotion through actions and language.
- Work highly effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Use your voice with excellent understanding of the use of expression.
- Creatively use space and levels with real understanding of how they can enhance communication to an audience.
- Use a variety of techniques with increased sophistication.
- Use sophisticated approaches to structuring drama.



# Year 9



# Success Criteria Developing

## Practitioners

- Show a basic understanding of the theory of Stanislavski and Brecht.
- Use of a range of the practitioners techniques and performance ideas to influence acting .
- Create realistic character using Stanislavski methods with some understanding. Perform with control over movement and voice
- Create naturalistic drama with some understanding of the emotional engagement of the audience.
- Understand how to use Brecht's Epic theatre is used to distance the audience.
- Select and operate a range of theatre technologies to create the right space for your drama and to enhance your work
- Create non realistic characters using Brecht's use Gestus with some understanding. Perform with control over movement and voice
- Reflect on and evaluate you r own and other pupils' work, suggest improvements and use correct basic theatre terminology
- Commit enthusiastically to being a character, demonstrating clear emotion through actions and language.
- Work effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Use your voice with good understanding of the use of expression.
- Creatively use space and levels with understanding of how they can enhance communication to an audience.
- Use different practitioners approaches to structuring drama.

# Success Criteria

## Secure

## Practitioners

- Show a good understanding of the theory of Stanislavski and Brecht.
- Use of a good range of the practitioners techniques and performance ideas to influence acting .
- Create realistic character using Stanislavski methods with much understanding. Perform with good control over movement and voice
- Create naturalistic drama with much understanding of the emotional engagement of the audience.
- Understand clearly how to use Brecht's Epic theatre is used to distance the audience.
- Select and operate a good range of theatre technologies to create the right space for your drama and to enhance your work
- Create non realistic characters using Brecht's use Gestus with much some understanding. Perform with much control over movement and voice
- Reflect on and evaluate articulately your own and other pupils' work, suggest improvements and use correct basic theatre terminology
- Commit with thought to being a character, demonstrating good emotion through actions and language.
- Work really effectively with other pupils to present drama, taking the lead in the structure of the drama.
- Use your voice with excellent understanding of the use of expression.
- Creatively use space and levels with excellent understanding of how they can enhance communication to an audience.
- Use different practitioners approaches to structuring drama with a very good understanding of there effect.

# Success Criteria

## Extending

## Practitioners

- Show a outstanding understanding of the theory of Stanislavski and Brecht.
- Use of an excellent range of the practitioners techniques and performance ideas to influence acting .
- Create realistic character using Stanislavski methods with real understanding. Perform with excellent control over movement and voice
- Create naturalistic drama with real understanding of the emotional engagement of the audience.
- Understand with real clarity how to use Brecht's Epic theatre is used to distance the audience.
- Select and operate an excellent range of theatre technologies to create the right space for your drama and to enhance your work
- Create non realistic characters using Brecht's use Gestus with real some understanding. Perform with excellent control over movement and voice
- Reflect on and evaluate very articulately your own and other pupils' work, suggest improvements and use correct basic theatre terminology
- Commit with real thought to being a character, demonstrating excellent emotion through actions and language.
- Work highly effectively with other pupils to present drama, taking the lead in the structure of the drama.
- Use your voice with outstanding understanding of the use of expression.
- Creatively use space and levels with outstanding understanding of how they can enhance communication to an audience.
- Use different practitioners approaches to structuring drama with a very good understanding of there effect.

# Success Criteria Developing

## Bits of Bard

- Show a basic understanding of the plays of Shakespeare.
- Explore a range of the plays of Shakespeare and show an understanding the different categories of each.
- Recognise the way Shakespeare engages an audience with different theatrical devices.
- Perform with control over movement and voice
- Create Shakespearian drama with some understanding of the effect on the audience.
- Understand some of Shakespeare's language.
- Select and operate a range of theatre technologies to create the right space for your drama and to enhance your work
- Create different characters with understanding of your function within a play.
- Reflect on and evaluate your own and other pupils' work, suggest improvements and use correct basic theatre terminology
- Commit enthusiastically to being a character, demonstrating clear emotion through actions and language.
- Work effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Use your voice with good understanding of the use of expression.
- Creatively use space and levels with understanding of how they can enhance communication to an audience.
- Use different approaches to structuring drama.

# Success Criteria

## Secure

## Bits of Bard

- Show a good understanding of the plays of Shakespeare.
- Explore a range of the plays of Shakespeare and show a clear understanding the different categories of each.
- Clearly recognise the way Shakespeare engages an audience with different theatrical devices.
- Perform with good control over movement and voice
- Create Shakespearian drama with clear understanding of the effect on the audience.
- Understand most of Shakespeare's language.
- Select and operate a range of theatre technologies to create the right space for your drama and to enhance your work
- Create different characters with clear understanding of Your function within a play.
- Reflect on and evaluate your own and other pupils' work, with clarity and suggest improvements and use correct theatre terminology fluently.
- Commit with good understanding to being a character, demonstrating a depth of emotion through actions and language.
- Work highly effectively with other pupils to present drama, taking the lead in the structure of the drama.
- Use your voice with excellent understanding of the use of expression.
- Creatively use space and levels with clear understanding of how they can enhance communication to an audience.
- Use a variety of different approaches to structuring drama.

# Success Criteria

## Extending

## Bits of Bard

- Show an excellent understanding of the plays of Shakespeare.
- Explore a range of the plays of Shakespeare and show an excellent understanding the different categories of each.
- Clearly recognise the way Shakespeare engages an audience with different theatrical devices and define these in performance.
- Perform with excellent control over movement and voice
- Create Shakespearian drama with a very clear understanding of the effect on the audience.
- Understand all of Shakespeare's language.
- Select and operate a full range of theatre technologies to create the right space for your drama and to enhance your work
- Create different characters with a deep level understanding of Your function within a play.
- Reflect on and evaluate your own and other pupils' work, with great clarity and suggest improvements and use correct theatre terminology highly fluently.
- Commit with excellent understanding to being a character, demonstrating a great depth of emotion through actions and language.
- Work highly effectively with other pupils to present drama, taking the lead in the structure of the drama.
- Use your voice with outstanding understanding of the use of expression.
- Creatively use space and levels with great understanding of how they can enhance communication to an audience.
- Use a variety of different approaches to structuring drama.

# Success Criteria Developing

Too Much  
Punch for  
Judy

- Read aloud with some attempts at expression.
- Use of a range of techniques and forms to explore an interpretation of a written text, e.g. narration, thought tracking, sound collage, cross cutting.
- Establish a character, from a text with control over movement and voice and experiment with your voices and movement, to create or present different characters in performance
- Select and operate a range of simple theatre technologies to create the right space for your drama and to enhance your work
- Learn lines, collaborate with others and organise simple presentations
- Reflect on and evaluate your own and other pupils' work, suggest improvements and use correct basic theatre terminology
- Commit enthusiastically to being a character, demonstrating clear emotion through actions and language.
- Work effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Use your voice with good understanding of the use of expression.
- Creatively use space and levels with understanding of how they can enhance communication to an audience.
- Use a variety of techniques with increased sophistication.
- Use different approaches to structuring drama



# Success Criteria

## Secure

Too much  
Punch for  
Judy

- Read aloud with excellent expression
- Use of a range of techniques and forms with imagination to explore an interpretation of a written text, e.g. narration, thought tracking, sound collage, cross cutting.
- Establish a character, from a text with good control over movement and voice and experiment effectively with your voices and movement, to create or present different characters in performance
- Select and operate a range of theatre technologies to create the right space for your drama and to enhance your work
- Learn lines, collaborate with others and organise elaborate presentations
- Reflect on and evaluate your own and other pupils' work, suggest improvements and use correct theatre terminology
- Experiment with how to create a dramatic response to play text stimuli
- Learn to respond with excellent creativity to other characters in role
- Commit with understanding to being a character, demonstrating clear emotion through actions and language.
- Work highly effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Use voice with excellent understanding of the use of expression.
- Creatively use space and levels with secure understanding of how you can enhance communication to an audience.
- Use a variety of techniques with increased sophistication.
- Use different approaches to structuring drama.

# Success Criteria

## Extending

Too much  
Punch for Judy

- Read aloud with outstanding expression
- Use of a range of techniques and forms with great imagination to explore an interpretation of a written text, e.g. narration, thought tracking, sound collage, cross cutting.
- Establish a character, from a text with excellent control over movement and voice and experiment effectively with your voices and movement, to create or present different characters in performance
- Select and operate a range of theatre technologies to create the right space for your drama and to enhance your work
- Learn lines, collaborate with others and organise elaborate presentations
- Experiment in an impressively creative way with voices and movement, to create or present different characters in performance.
- Reflect on and evaluate your own and other pupils' work, suggest improvements and using articulate theatre terminology
- Learn to respond with outstanding creativity to other characters in role
- Commit with great understanding to being a character, demonstrating deep emotion through actions and language.
- Work highly effectively with other pupils to present drama, taking the lead in the structure of the drama.
- Use voice with outstanding understanding of the use of expression.
- Creatively use space and levels with strong understanding of how you can enhance communication to an audience.
- Experiment with how to create a dramatic response to play text stimuli
- Use a variety of techniques with great sophistication.
- Use a multitude of different approaches to structuring drama.

# Success Criteria Developing

## Character and role

- Respond well to other characters in role
- Create characters that have elements of reality in performance, demonstrating some emotion through actions and language.
- Work effectively with other pupils to structure and present drama.
- Participate regularly in whole class discussion.
- Recognise the need to practice and refine drama to make it better
- State in clear terms why they liked a performance /drama
- Create drama from a different stimuli using imagination.
- Use the voice with understanding of the communicate the expression of the character.
- Use a still images with a solid understanding of how to use proxemics to communicate meaning to the audience.
- Use space and levels with understanding of how they can change the drama dynamic.
- Use eye contact and facial expression with understanding and confidence.
- Use thoughts tracks to communicate a characters hidden emotion an insight into character.
- Use encapsulation, sound collage, hot-seating with great thought and understanding of the effect they have.

# Success Criteria

## Secure

## Character and role

- Respond with excellent creativity to other characters in role
- Create characters that have elements of reality in performance, demonstrating clear emotion through actions and language.
- Work highly effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Participate enthusiastically in whole class discussion.
- Concentrate on the need to practice your drama to make it better
- State articulately why they liked a performance /drama giving examples to demonstrate your point.
- Create drama from a different stimuli using great imagination.
- Use your voice with excellent understanding of the use of expression.
- Use a still images with a excellent understanding of how to use proxemics to communicate meaning to the audience.
- Use space and levels with excellent understanding of how they can change the drama dynamic.
- Use eye contact and facial expression with and excellent understanding and confidence.
- Use prolonged thoughts tracks to communicate a characters hidden emotion an insight into character.
- Use encapsulation, sound collage, hots-seating with some thought and understanding of the effect they have.

# Success Criteria

## Extending

## Character and role

- Respond with outstanding creativity to other characters in role
- Create characters that have elements of reality in performance, demonstrating deep emotion through actions and language
- Take the lead in group work, structuring and shaping the work but integrating the work of other pupils make successful drama.
- Participate eagerly, articulating your ideas and views in whole class discussion.
- Commit and Concentrate on the need to practice your drama understanding completely the effect this has on outcome.
- Articulate completely why they appreciated a performance /drama analysing examples to demonstrate your point.
- Consistently rehearse taking it in turns to speak your parts and identifying weak areas to rectify.
- Create drama from a different stimuli using outstanding imagination.
- Use a still images with a outstanding understanding of how to use proxemics to communicate meaning to the audience.
- Use space and levels with outstanding understanding of how they can change the drama dynamic.
- Use eye contact and facial expression with and outstanding understanding and confidence.
- Consistently create deep and incisive thought tracks that express a deep insight into character.
- Use encapsulation, sound collage, hot-seating with some thought and understanding of the effect they have

# Success Criteria

## Developing

White  
Feather

- Respond with thought and consideration to a short play script stimulus.
- Use of a range of techniques and forms to explore an interpretation of a short play script , e.g. narration, thought tracking by proxy sound collage, cross cutting.
- Establish a character, from a script with control over movement and voice and experiment with your voices and movement, to create or present different characters in performance
- Select and operate a range of theatre technologies to create the right space for your drama and to enhance your work
- Learn lines, collaborate with others and organise simple presentations
- Reflect on and evaluate your own and other pupils' work, suggest improvements and use correct basic theatre terminology
- Commit enthusiastically to being a character, demonstrating clear emotion through actions and language.
- Work effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Use your voice with good understanding of the use of expression.
- Creatively use space and levels with understanding of how they can enhance communication to an audience.
- Use a variety of techniques with increased sophistication.
- Use different approaches to structuring drama.

# Success Criteria

## Secure

## White Feather

- Respond with excellent thought and consideration to a short play script stimulus.
- Use of a range of techniques and forms with imagination to explore an interpretation of a short play script , e.g. narration, thought tracking by proxy sound collage, cross cutting.
- Establish a clear character, from a script with complete control over movement and voice and experiment with your voices and movement, to create or present different characters in performance
- Select and operate a range of theatre technologies to create the right space for your drama and to enhance your work
- Learn lines, collaborate with others and organise creative presentations
- Reflect on and evaluate articulately your own and other pupils' work, suggest improvements and use correct basic theatre terminology
- Commit with thought and consideration to being a character, demonstrating clear emotion through actions and language.
- Work highly effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Use your voice with excellent understanding of the use of expression.
- Creatively use space and levels with real understanding of how you can enhance communication to an audience.
- Use a variety of techniques with increased sophistication.
- Use sophisticated approaches to structuring drama.

# Success Criteria

## Extending

White  
Feather

- Respond with excellent thought and consideration to a short play script stimulus.
- Use of a range of techniques and forms with imagination to explore an interpretation of a short play script , e.g. narration, thought tracking by proxy sound collage, cross cutting.
- Establish a clear character, from a script with complete control over movement and voice and experiment with your voices and movement, to create or present different characters in performance
- Select and operate a range of theatre technologies to create the right space for your drama and to enhance your work
- Learn lines, collaborate with others and organise creative presentations
- Reflect on and evaluate articulately Your own and other pupils' work, suggest improvements and use correct basic theatre terminology
- Commit with thought and consideration to being a character, demonstrating clear emotion through actions and language.
- Work highly effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Use your voice with excellent understanding of the use of expression.
- Creatively use space and levels with real understanding of how they can enhance communication to an audience.
- Use a variety of techniques with increased sophistication.
- Use sophisticated approaches to structuring drama.



# Success Criteria Developing

## Persecution

- Respond to historical facts as a stimuli .
- Create characters that have elements of reality in performance, demonstrating some empathy through actions and language.
- Work effectively with other pupils to structure and present drama.
- Participate regularly in whole class discussion.
- Recognise the need to practice and refine drama to make it better
- State in clear terms why they liked a performance /drama
- Create drama from a different stimuli using imagination.
- Use the voice with understanding of the communicate the expression of the character.
- Use a still images with a solid understanding of how to use proxemics to communicate meaning to the audience.
- Use space and levels with understanding of how they can change the drama dynamic.
- Use eye contact and facial expression with understanding and confidence.
- Use thoughts tracks to communicate a characters hidden emotion an insight into character.
- Use encapsulation, sound collage, hot-seating with great thought and understanding of the effect they have.

# Success Criteria

## Persecution

### Secure

- Respond with insight to historical facts as a stimuli .
- Create characters that have clear elements of reality in performance, demonstrating good empathy through actions and language.
- Work highly effectively with other pupils to present drama, often taking the lead in the structure of the drama.
- Participate enthusiastically in whole class discussion.
- Concentrate on the need to practice your drama to make it better
- State articulately why they liked a performance /drama giving examples to demonstrate your point.
- Create drama from a different stimuli using great imagination.
- Use your voice with excellent understanding of the use of expression.
- Use a still images with a excellent understanding of how to use proxemics to communicate meaning to the audience.
- Use space and levels with excellent understanding of how they can change the drama dynamic.
- Use eye contact and facial expression with and excellent understanding and confidence.
- Use prolonged thoughts tracks to communicate a characters hidden emotion an insight into character.
- Use encapsulation, sound collage, hots-seating with some thought and understanding of the effect they have.

# Success Criteria

## Extending

## Persecution

- Respond with great insight to historical facts as a stimuli .
- Create characters that have strong elements of reality in performance, demonstrating excellent empathy through actions and language.
- Take the lead in group work, structuring and shaping the work but integrating the work of other pupils make successful drama.
- Participate eagerly, articulating your ideas and views.in whole class discussion.
- Commit and Concentrate on the need to practice Your drama understanding completely the effect this has on outcome.
- Articulate completely why they appreciated a performance /drama analysing examples to demonstrate your point.
- Consistently rehearse taking it in turns to speak your parts and identifying weak areas to rectify.
- Create drama from a different stimuli using outstanding imagination.
- Use a still images with a outstanding understanding of how to use proxemics to communicate meaning to the audience.
- Use space and levels with outstanding understanding of how they can change the drama dynamic.
- Use eye contact and facial expression with and outstanding understanding and confidence.
- Consistently create deep and incisive thought tracks that express a deep insight into character.
- Use encapsulation, sound collage, hots-seating with some thought and understanding of the effect they have