	By the end of KS3, pupils will know: ● The working stage positions. ● The four types of staging. ● A wide range of theatrical devices such as improvisation, mime, thought tracking, soundscapes and still images. ● A range of different styles of theatre ● How to create, develop and perform a character different from themselves. ● How to perform from a script and block a scene. ● Understand stage directions. ● Use proxemics to show character relationships. ● Use strength, control and exaggeration in their physical skills. ● Use pace, tone, pitch and volume in their vocal skills. ● The elements of drama; character, movement, voice, focus. mood, timings. ● How to work effectively as a group and independently. ● How to evaluate their work and that of others.			
	Creating	**Performing**	**Responding**	**Personal Development: Relationships (emotional, social and cultural development): Acquire**
Year 9 Greater Depth	Can experiment with ways that feelings and responses can be presented in drama in response to a wide range of texts. Can select and use props and resources to represent particular meaning. Can make an effective contribution to the creation of an imaginative script as part of a group. Can work in a variety of small or large groups showing understanding of how dramatic signs and symbols can be used to communicate meaning. Can research in depth, the context of the characters and experiment with how these can be realised/visualised in performance. Can solve problems in the devising process by offering solutions which demonstrate awareness of the skills of the groups. Can explore and use a wider range of styles in shaping their ideas for producing devised work.	Can work supportively and cooperatively with others in a performance for a class or public audience. Can show understanding of theatrical effects. Can perform drama that demonstrates understanding of the text used and begin to understand that form conveys content. Can communicate the intentions of the playwright through effective use of timing, space and language. Can participate effectively as part of an ensemble in a variety of plays produced independently, reproducing the performance with good controls and an ability to think on feet when needed.	Can express and describe their feelings in response to the drama. Can recognise key moments in the drama and be able to say why they used a particular voice or movement in interpreting character. Can recognise particular forms of cultural expression in drama. Can reflect on whether the effects used were pertinent for the content of the drama. Can talk about a wide range of theatre, showing good knowledge that supports what they say.	Pupils can explore and express varied emotions through character portrayal and improvisation. Pupils can recognize, show and explain that drama is used to develop self expression, confidence and identity. By creating different characters' roles and perspectives, students can empathise with others' experiences and viewpoints. Pupils can overcome challenges such as stage fright, learning lines, relationship issues and handling feedback which helps build emotional resilience. Pupils can show and promote a clear awareness of how to keep themselves and others safe in the classroom and why it is important. Pupils can collaborate in mixed group scenes or ensemble work, they can communicate, share ideas, and work together. Pupils can show leadership qualities, listening to others as well as suggesting their own ideas. Pupils can identify, verbalise and explore specific themes within a script and pieces of drama such as bullying, power and war. Pupils can explore and use various drama styles and cultural traditions and understand inclusivity. Pupils can self reflect on their feedback in drama performance which gain insight into their emotional responses and growth. Pupils share a difference in opinions which helps them develop resolution skills and work harmoniously with others. Pupils understand and include the studying of drama forms from around the world broadens their perspectives and fosters a global outlook. By portraying characters from different backgrounds, students develop cultural sensitivity and awareness. They learn to approach cultural themes with respect and consideration.
	Demonstrate excellent knowledge and understanding of how drama and theatre is developed, performed and evaluated.			

Year 9 Expected Year 8 Greater Depth	Can structure scenes independently making use of dialogue in the text and improvising on their own. Can select and use props and resources to represent their role. Can explore and research factual contexts for drama, sharing findings and discussing possible ideas for the drama. Can develop each others' ideas when devising work based on scenarios or plays. Can devise scripts through off-text improvisation, understanding the use of stage directions and drama conventions. Can experiment with the elements of drama when developing work and is able to give and receive direction. Can experiment with ways that feelings can be presented in drama. Can challenge the ideas of others sensitively, contribute appropriately and extend those of others. Can explore and use a range of styles for producing devised work. Can independently make increasing use of using different techniques, skills, concepts and conventions when devising or interpreting and directing plays.	Can demonstrate excellent understanding of dramatic effect in a range of performances, producing work which engages the audience throughout the performance. Can communicate a character through the effective use of language, movement and gesture in a devised and scripted piece. Can apply different ideas to communicate mood and atmosphere in devised or scripted drama performances. Can participate effectively as part of an ensemble in a variety of plays produced independently. Can use the expressive potential of the elements of drama in communicating meaning of a range of texts. Can perform drama which demonstrates insight, originality and inspiration in interpretation to the audience.	During the devising process, can reflect on work and use responses to develop it further. Can talk about the ways in which the drama did or did not engage the feelings and thinking of those watching. Can explain the characteristics of different types of drama. Can use set criteria to evaluate their contribution to a group performance. Can discuss and evaluate whether the interpretation of play in performances were effective. Will be prepared to accept the comments and ideas of others following a performance and use this to develop their work.	Pupils can explore and express a range of emotions through character portrayal and improvisation. Pupils can recognize and show that drama is used to develop self expression, confidence and identity. By creating different characters' roles and perspectives, students can empathise with others' experiences and viewpoints. Pupils can overcome challenges such as stage fright, learning lines and handling feedback which helps build emotional resilience. Pupils can show and promote a clear awareness of how to keep themselves and others safe in the classroom and why it is important. Pupils learn to collaborate in mixed group scenes or ensemble work, they can communicate, share ideas, and work together which enhances teamwork skills. Pupils can show leadership qualities, listening to others as well as suggesting their own ideas. Pupils can identify, verbalise and explore specific themes within a script and pieces of drama such as bullying, power and war. Pupils can explore various drama styles and cultural traditions and understand inclusivity. Pupils can self reflect on their feedback in drama performance which gain insight into their emotional responses and growth. Pupils can share a difference in opinions which helps them develop resolution skills and work harmoniously with others. Pupils understand that studying drama forms from around the world broadens their perspectives and fosters a global outlook. By portraying characters from different backgrounds, students develop cultural sensitivity and awareness.
	Demonstrate knowledge and understanding of how drama and theatre is developed, performed and evaluated.			
Year 8 Expected Year 7 Greater Depth	Can suggest how to present ideas in drama through experimenting with others. Can structure scenes independently making use of dialogue in the text and improvising on their own. Can experiment with the elements of drama when developing work and is able to give and receive direction. Can experiment with ways that feelings and responses can be presented in drama in response to a range of texts. Can challenge the ideas of others sensitively, contribute appropriately and extend and develop group work. Can work in a variety of small groups showing understanding of how dramatic signs and symbols can be used to communicate meaning. Can experiment with the elements of drama when developing work and is able to give and receive direction. Can solve problems in the devising process by offering solutions which demonstrate awareness of the skills of the groups.	Can take part in mixed small group and whole class dramas. Can adopt a role and be able to answer questions in-role. Can use space, sound and movement which is appropriate for the drama. Can work supportively and cooperatively with others in a performance for an audience of peers. Can communicate through the use of words, movement and gesture. Can perform drama that demonstrates understanding of the text used. Can contribute to the performance of a cohesive piece of work showing commitment to 'role' or character. Can apply different ideas to communicate mood and atmosphere in devised or scripted drama performances. Can communicate the intentions of the playwright through effective use of timing, space and language.	Can use drama vocabulary when talking about drama in which they have taken part or that they have seen. Can express and describe their character's feelings in response to the drama. Can talk about dramas they have seen and make simple connections with situations in their own lives. Can connect the drama with other ways that the issue, theme or story could be explored. Can explain the characteristics of different types of drama. Can use set criteria to evaluate their contribution to a group performance.	Pupils learn to explore and express some emotions through character portrayal and improvisation. This helps them better understand their own emotions and develop emotional intelligence. Pupils can recognize that drama is used to develop self expression, confidence and identity. By creating different characters' roles and perspectives, students learn to empathise with others' experiences and viewpoints. This fosters greater emotional understanding and sensitivity towards others. Pupils begin to overcome challenges such as stage fright and handling feedback which helps build emotional resilience. Pupils can show a clear awareness of how to keep themselves and others safe in the classroom space and why it is important. Pupils learn to collaborate in mixed group scenes or ensemble work, they learn to communicate, share ideas,

		Can participate effectively as part of an ensemble in a variety of pieces. Can use the elements of drama in communicating the meaning of a range of texts. Can perform drama which demonstrates originality.		and work together which enhances teamwork skills. Pupils can show leadership qualities, listening to others as well as suggesting their own ideas Pupils can identify and explore specific themes within a script and pieces of drama such as bullying, power and war. Pupils can explore various drama styles and cultural traditions Pupils can self reflect on their feedback in drama performance which gain insight into their emotional responses and growth.
	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.			
Year 7 Expected	Can respond to a variety of stimulus material, including playscripts, images and text. Can suggest how to present ideas in drama. Can structure short scenes with support of their group. Can develop each others' ideas when devising work based on the chosen stimuli. Can devise scenes through improvisation, understanding the use of stage directions and drama conventions.	Can take part in small group and whole class dramas. Can create and perform a role. Can use space and movement which is appropriate for the drama. Can present their own ideas using more than one form of drama. Can work supportively and cooperatively with others in a performance. Can communicate through the use of words, movement and gesture. Can show understanding of theatrical devices.	Can use some drama terms when talking about drama. Can express and describe their feelings in response to the drama. Can recognise key moments in the drama and be able to say why they used a particular voice or movement in interpreting character. Can use basic drama vocabulary to write a response to a drama performance. Will be prepared to accept the comments and ideas of others following a performance and use this to develop their work. Can recognise particular forms of cultural expression in drama.	Pupils learn to explore and express some emotions through character portrayal and improvisation. This helps them better understand their own emotions and develop emotional intelligence. By creating different characters' and roles students learn to empathise with others' experiences and viewpoints. Pupils can show some awareness of how to keep themselves and others safe in the classroom space. Pupils show some understanding of how to work cooperatively in mixed groups Pupils can begin to show some leadership qualities in their groups Can identify specific themes within a script such as bullying and power. Can recognize that drama is used to develop self expression, confidence and identity. Pupils can often self reflect on their feedback in drama performance which gain insight into their emotional responses and growth.