

Grade	A01 Create and Develop Ideas	A02 Apply Theatrical Skills to Understand Live Performance	A03 Demonstrate Knowledge and Understanding	A04 Analyse and Evaluate
5	<p>In response to a wide range of stimulus material including scripts of plays, plan drama and notate ideas which demonstrate imagination and originality.</p> <p>Work co-operatively and sensibly with others in a group in creating drama, contribute appropriate ideas and extend those of others.</p> <p>Explore issues and themes and write plays using the conventions of script writing or contribute to a devised piece effectively.</p> <p>Consider how images create meaning and experiment with objects, physical imagery, gesture and space.</p>	<p>Consistently co-operate and work sensitively with others when participating in a performance.</p> <p>Communicate convincing character through the effective use of words, gesture and movement.</p> <p>Show understanding of theatrical effects e.g. in creating tension – sound, silence, stillness.</p> <p>Perform drama that demonstrates understanding of the text or stimulus material used and understand that form conveys content.</p>	<p>Use theatre terminology to talk about the ways in which the performance or their own work did or did not engage the audience and ways to improve.</p> <p>Explain the characteristics of different types of drama.</p>	<p>Comment sensitively on how intended effects have been achieved and be prepared to accept the comments and ideas of others following a performance and use this to develop their work.</p> <p>Reflect on whether the effects used were pertinent for the content of the drama.</p>
4	<p>Explore and/or research factual contexts for drama and record and share findings and discuss possible ideas for the drama.</p> <p>Develop each other's ideas when devising work.</p> <p>Devise scripts through improvisation, understanding the use of stage directions and drama conventions/techniques.</p> <p>Experiment with the elements of drama when developing work and be able to give and receive direction.</p> <p>Show awareness of how the action will affect the audience.</p>	<p>Co-operate and work sensitively with others when participating in a performance.</p> <p>Communicate character through the use of words, movement and gesture.</p> <p>Begin to be able to sustain the mood and atmosphere effectively in performances.</p> <p>Engage confidently in a range of dramatic techniques.</p>	<p>Comment sensitively on what they wanted to achieve and how work can be improved.</p> <p>Reflect on different ways the same content can be portrayed.</p>	<p>Confidently use a range of drama terms to discuss the effectiveness of a performance and ways to improve.</p> <p>Be able to assess their own work using drama terms.</p> <p>Make connections between their drama and that of a wider dramatic culture including TV drama.</p>
3	<p>Work with others in researching or responding to the context of the drama.</p> <p>Suggest how to present ideas. Try different ways of exploring characters and narrative responding to the techniques used by the teacher.</p> <p>Create ideas for performance, considering appropriate starting point, key moments and endings.</p> <p>Experiment with dramatic techniques when creating drama. Show some awareness of audience.</p>	<p>Support others when participating in a performance.</p> <p>Maintain a role throughout the performance.</p> <p>Use space, sound and movement to communicate specific meaning.</p> <p>Contribute to a range of performances using different forms of drama.</p>	<p>Using drama terms discuss the effectiveness of the performance.</p> <p>Recognise key moments in the performance and suggest alternative forms of action.</p> <p>In groups reflect on the issues or themes that are being explored through the drama.</p>	<p>Reflect on their responses to their own drama and others', saying how it might be improved.</p> <p>Recognise and identify different genres in drama such as soap, documentary and pantomime.</p>
2	<p>Respond to a variety of stimulus material including scripts of plays, artefacts, objects and images.</p> <p>Accept others' ideas in drama and work cooperatively in a group.</p> <p>Structure simple scenes.</p>	<p>Present their own stories using more than one form of drama e.g. puppets/using a narrator etc.</p> <p>Use space, sound and movement to communicate meaning.</p>	<p>Recognise key moments in the performance.</p> <p>Use simple drama terms to express what they liked about a performance they have seen.</p>	<p>Recognise that there are different types of drama and make connections between some of them.</p> <p>Reflect on their responses to their own drama.</p>

	Independently making use of dialogue and improvising their own.  Select and use props and simple techniques to represent particular meanings.	Use language which is appropriate to the role and be able to answer questions in role.  Work with others in role during a performance.		
<b>1</b>	Explore familiar themes and characters e.g. responding to teacher in role to explore characters from stories.  Plan an imaginative play area with others.  Practise and develop ideas for acting out stories.  Use simple props and resources in creating drama.	Take part in small group and whole class dramas.  Adopt a role.  Use space, sound and movement which is appropriate for the drama.  Present their own stories using one form of drama e.g. narrator.	Use simple drama terms when describing drama which they have seen.  Be able to say why they used a particular voice or movement.	Express their feelings in response to a performance.  Talk about drama they have seen, including TV drama and make simple connections with situations in their own lives.
<b>Gold</b>	Explore familiar themes. Responding to teacher in role to explore characters from the stories.  Try to practise and develop ideas.  Use a prop to create drama.  Some imaginative play.	Take part in small group drama.  Can adopt a role.  Understands space and voice.  Can present simple stories and ideas.	Makes comment about what the piece of work was about.  Some understanding of why they used a particular voice or movement.	Can discuss why certain decisions are made – use of basic technical terms.  Can express feelings of like and dislike.  They can talk about drama they have seen and make some very simple connections to their own life.
<b>Silver</b>	Take part in some practical activities, such as games participate in a performance without saying anything.  Some understanding of stories and ideas.	Adopt simple roles of stock characters.  Can work in a small group.  Can comment on others drama.	Makes some comment about other's motivation in drama.  Understands simple ideas and characterisations.	Some connection to their own experience.  Can say what they like and do not like about drama, but not in a meaningful way.
<b>Bronze</b>	They can say what they like and don't like.  Little to no understanding of stories or ideas.	Roles are very simple.  Can work in a small group with guidance.  Little understanding of others drama	Makes no comment about others' motivation in drama.  Little to no understanding of simple idea and characterisations.	Little to no connection to their own experience is made.  Cannot express what they like and dislike about drama they have seen on TV.