

**Age Related Expectations-**

Age-related expectations identify what is expected of our learners by a specified age, stage or year group. Our curriculum defines these as a set standard of expectations which are defined either as exemplars, descriptors or questions.

Big Ideas for Drama	Year 7	Year 8	Year 9
Creative Thinking	<ul style="list-style-type: none"> <li>• Understand and participate in the devising process.</li> <li>• Learn an introductory range of creative drama techniques and understand how to use them in practice.</li> <li>• Demonstrate an ability to contribute creative ideas during the development process.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and participate in the devising process to create drama of a specific style.</li> <li>• Learn an extended range of creative drama techniques and understand how to use them in practice.</li> <li>• Demonstrate an ability to contribute appropriate creative ideas and solutions during the development process.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and participate in the devising process, choosing an appropriate style for your own work.</li> <li>• Demonstrate an ability to select from an extended range of drama techniques when creating work.</li> <li>• Demonstrate an ability to contribute a range of sophisticated and imaginative ideas which draw upon a range of drama strategies.</li> </ul>
Working Together	<ul style="list-style-type: none"> <li>• Work positively and productively within a group, staying on task throughout development and rehearsals.</li> <li>• Listen carefully and respond appropriately to the ideas of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Work positively and sensitively within a group, motivating and encouraging all other performers.</li> <li>• Listen carefully and encourage others to contribute by helping them to develop ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Work positively, sensitively and efficiently within a group, demonstrating effective leadership skills.</li> <li>• Listen carefully to group members and audience responses when developing ideas.</li> </ul>

<p>Developing Performance Skills</p>	<ul style="list-style-type: none"> <li>• Participate in a successful group performance in front of an audience.</li> <li>• Demonstrate vocal clarity and an appropriate use of tone within a performance.</li> <li>• Demonstrate some moments of physical skill through facial expressions, body language and gesture.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform with confidence and commitment in front of an audience on more than one occasion.</li> <li>• Demonstrate an appropriate range of vocal skills including clarity, pace, tone and volume.</li> <li>• Demonstrate an appropriate range of physical skills including gesture, facial expressions, stance, proxemics, contact and body language.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently perform with confidence, commitment and energy in front of an audience.</li> <li>• Demonstrate a complete range of physical and vocal skills during performance.</li> <li>• Demonstrate an ability to perform as a range of characters.</li> </ul>
<p>Analyse and Evaluate</p>	<ul style="list-style-type: none"> <li>• Produce evaluative writing that considers what went well and how to improve. (See exemplar)</li> <li>• Occasionally offer appropriate verbal feedback to other performers.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure evaluative written comments are detailed and can result in improvement to practical work. (See exemplar)</li> <li>• Regularly offer appropriate verbal feedback to other performers.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce evaluative written work which tracks the process of practical work in development as well as evaluating its success. (See exemplar)</li> <li>• Offer valuable and constructive feedback to other performers throughout a unit of work.</li> </ul>
<p>Theatre in Context</p>	<ul style="list-style-type: none"> <li>• Understand the roles and responsibilities of specific theatre makers in the theatre industry.</li> <li>• Demonstrate an understanding of the difference between performance styles, and their purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the roles and responsibilities of a range of theatre makers in the theatre industry.</li> <li>• Demonstrate a clear understanding of how and why drama practitioners developed both naturalistic and</li> </ul>	<ul style="list-style-type: none"> <li>• Have a detailed understanding of the roles and responsibilities of a range of theatre makers in the theatre industry.</li> <li>• Understand the potential impact of political theatre and make connections within your own work</li> </ul>



		non-naturalistic performance styles - Brecht and Stanislavski.	to wider social, historical and cultural contexts.
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