The Grange School KS3 Progress Step Descriptors – Drama

Drama	Creating	Performing	Reflecting
Progress Step T5	• I have a quiet role in the group, supporting decisions made by others. • I am working towards focusing in rehearsals. • I am starting to think about how to answer questions on character and narrative.	• I can perform a portion of a supporting part, in a group on stage • I am beginning to explore performance skills. • I am working towards being focused in performance and to think about characterisation.	• I can recognise some drama terminology. • I am beginning to think about what went well or what can be improved in a performance (verbally or written). • I have some creative ideas about staging performance and am working towards recording them.
Progress Step T6	• I support decisions made by others in the group. • I can focus for the majority of rehearsals. • I can answer basic questions on character and narrative ideas.	• I can deliver some lines on stage with some confidence. • I am starting to consider performance skills e.g. volume/projection. • I am sometimes focused on stage and show some basic characterisation.	• I occasionally use drama terminology in lessons. • I can sometimes identify what went well or what can be improved in performance (verbally or written) • I have creative ideas about staging a performance and can attempt to record them.
Progress Step 1	• I have a role in shaping the performance during rehearsals making suggestions about how to develop the work and my role. • I can listen to others during group discussions and suggest my own ideas. • I can answer some simple questions on character, narrative and structure.	• I can explore simple performance concepts on stage in a group or on my own. • I am starting to explore voice and movement in my portrayal of a character. • I can stay focused and in character for some of the performance.	• I demonstrate some use of drama terminology in responses. • I can identify strengths and areas for improvement in both my work and that of others (verbally or written) • I am able to suggest creative ideas about staging and performance and can describe them.
Progress Step 2	• I work actively in my group, sharing good ideas and identifying ways to add to the work. • I can practise and work cooperatively to develop and refine ideas. • I am starting to include drama techniques to develop performances.	• I can confidently demonstrate the use of performance techniques within my piece. • I can communicate some meaning or feeling of a character to an audience through use of voice and movement. • I can stay focused and in character for most of the performance.	• I use drama terminology to analyse and evaluate a performance. • I can reflect on my work and identify targets to challenge myself and improve work. • I am able to communicate creative ideas about staging and performance, starting to justify my choices.
Progress Step 3	• I can cooperate positively with a range of different students, sharing original ideas.	• I can confidently use drama techniques with maturity to help to achieve aims and intentions. • I can use my voice and movement to portray believable characters.	• I use a range of Drama terminology, and show some knowledge of techniques, skills etc. • I can evaluate my own work explaining what worked well in performance and analysing what needs to be improved.

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	• I can help to structure scenes and can contribute to a simple vision/intention for the performance. • I can communicate my ideas on the meaning of theatre. • I take action to maintain a positive working atmosphere.	• I can convey a well-sustained character with confidence and originality.	• I can communicate detailed creative ideas about staging, design and performance, justifying some decisions using some context.
Progress Step 4	• I can make significant contributions to discussions and have a clear vision for performances. Always remaining focused. • I can interpret stimuli and confidently create narrative that is mature and original. • I can confidently communicate my ideas on the meaning of theatre. • I can rebalance in a team to grow a positive working atmosphere and make suggestions to improve the work.	• I can confidently use drama techniques in performance, considering style and form to create a good piece of drama. • I can use a range of vocal and physical skills to portray highly believable characters. • I can show a strong variety of emotional range in performance and my personal interpretation is sensitive to context.	• I can use a range of drama terminology and show a strong knowledge of techniques, skills and practitioners in my writing/responses. • I can analyse and evaluate my own work and that of others, and I can support my comments with convincing justification. • I can confidently communicate in depth ideas about staging, design and performance which are entirely relevant to the play and context.
Progress Step 5	• I give considered and original direction and always remain highly focused. • I lead with commitment and sensitivity in a group. • I devise work to a high standard that will lead to a strong connection with an audience. • I experiment creatively with drama conventions and techniques, using my own initiative to develop original work.	• I can perform and respond in role, improvising effectively if something goes wrong, and maintain a high level of audience awareness. • I confidently make effective decisions based on my vocal and physical skills, and they are always appropriate to my character. • I can show a very strong variety of emotional range in performance and my personal interpretation is entirely sensitive to context.	• I confidently use drama terminology, and show a broad knowledge of techniques, skills and practitioners in my writing. • I critically analyse and evaluate my own work and that of others, and I support my comments with evidence. • I can communicate original and creative ideas about staging, design and performance with contextual influence embedded throughout.