



Lymm High School- Drama Year 9

	BRONZE	SILVER	GOLD	PLATINUM
	D and below= GCSE 1,2,3	C= GCSE 4	C/B= GCSE 5,6	A/A*= GCSE 7,8,9
Creating		<ul style="list-style-type: none"> • Devise dramas in various forms, based on a range of challenging issues and themes. • Give and accept suggestions and ideas during the rehearsal process. • Help and encourage others to develop ideas when devising drama • Create and represent three dimensional characters effectively, considering depth and motivation. • Make plays which employ symbolic representations or effects to communicate meanings. 	<ul style="list-style-type: none"> • Create performances for different audiences and purposes using various genres and styles and traditions • Collaborate creatively to the devising and collective authorship of their own dramas. • Make considerable use of appropriate theatrical devices to establish atmosphere and enhance presentation e.g. using props as symbols. • Interpret material from assorted sources, including both classic and contemporary texts, creating pieces of drama which can both educate and entertain. 	<ul style="list-style-type: none"> • Experiment with, explore and use without prompting, a wide range of theatre resources, techniques, genres and traditions. • Collaborate sensitively with others in creating performance pieces that are challenging, structured and appropriate for their intended audience. • Make use of appropriate software to develop and translate ideas for performance • Demonstrate imagination and considered justification when interpreting a range of texts.
Performing		<ul style="list-style-type: none"> • Organise and present performances to a range of audiences for different purposes and in a range of styles. • Communicate convincing, interesting characters that have depth and are multi-layered. 	<ul style="list-style-type: none"> • Refine work in rehearsal, work and develop a piece of devised work and transcribe it into a scripted piece. • Make full use of the available performance space and resources in their productions. 	<p>In addition to GOLD</p> <ul style="list-style-type: none"> • Work productively as part as an ensemble, demonstrating control and subtlety in their performances. • Direct design or stage – manage different styles of



Lymm High School- Drama Year 9

		<ul style="list-style-type: none"> • Make good use of the available technology to enhance and support productions. • Select and control appropriate vocal and movement skills, with some subtlety and develop them in rehearsal. • Perform drama that conveys clear intentions to the audience. 	<ul style="list-style-type: none"> • Combine sound and silence, movement and stillness, light and darkness to create a powerful piece of theatre. • Work productively as part of the ensemble, demonstrating control and sharpness on performance. 	<p>plays imaginatively and thoughtfully</p> <ul style="list-style-type: none"> • Demonstrate high standards in all aspects of crafting performance pieces. • Create or help others to sustain a range of complex characters in performance.
<p>Responding</p>		<ul style="list-style-type: none"> • During the devising process reflect on the work articulating correct terminology and use responses to develop work further. • Discuss and give reasons for their preferences in drama, based on their knowledge of theatre from the past and present e.g. use of Stock Characters. • Ability to identify where their own work and others work need improving. • Begin to analyse how actors, technicians, and directors have achieved specific effects and ideas 	<ul style="list-style-type: none"> • Make connections between their own work and wider theatre traditions. • Show initiative in seeking information about their drama work from a range of sources. • Recognise strengths and weaknesses in a piece of work, suggesting areas for improvement. 	<ul style="list-style-type: none"> • Demonstrate a knowledge of theatre from different times, places and cultures • Write and talk and plays in performance, showing a good knowledge of theatre conventions and devices i.e. the use of soliloquy in Shakespeare and the distancing effect in Brecht. • Analyse drama in performance, using appropriate language and theatre vocabulary to suggest improvements.



Lymm High School- Drama Year 9

		or have communicated feelings and emotions.		
--	--	---	--	--

Progress Outcomes