

Drama Progression Pathway

Core Skill	Progression Steps				
	Beginning less than 3	Emerging 3-4	Developed 5-6	Sophisticated 7-8	Excellence 8+/9
Voice and Movement	Has begun to show confidence and/or understanding when using movement/body language and voice.	<u>Vocal skills</u> demonstrate adequate use of pitch, pace and tone of voice. <u>Movement</u> demonstrates adequate use of gestures, stillness, fluency and expression.	<u>Vocal Skills</u> demonstrate good use of pitch, pace, tone, volume and accents. <u>Movement</u> demonstrates good use of gestures, stillness, fluency and expression.	<u>Vocal Skills</u> demonstrates a developed awareness of how the use of voice can enhance their drama and applies this to most tasks. <u>Movement</u> demonstrates a developed awareness of how the use of movement can enhance their drama and applies this to most tasks.	<u>Vocal Skills</u> demonstrate excellent use of pitch, pace, tone, volume and accents and applies this to all tasks. <u>Movement</u> demonstrates excellent use of gestures, stillness, fluency and expression and applies this to all tasks.
Roles and Characterisation	Has begun to show confidence and/or understanding of what is needed to create excellent characterisation	There is an adequate demonstration of the creation of role/character showing some commitment and imagination.	There is a good demonstration of the creation of role/character showing variable commitment and imagination.	There is a developed awareness of how the use of characterisation can enhance their drama and applies this to most tasks, showing good commitment and imagination.	There is an excellent demonstration of role/character and applies this to all tasks, showing complete commitment and imagination.

Drama Progression Pathway

<p>Communication *</p>	<p>Has begun to show an understanding of how communication between each other, as performers and between the performers and their audience, is needed to create excellent drama.</p>	<p>There is adequate communication with other performers and audience members.</p>	<p>There is good communication with other performers and audience members.</p>	<p>There is a developed awareness of how the use of communication is vital to drama and applies this to most tasks. There is a sense of rapport with other members of the ensemble.</p>	<p>There is excellent communication with other performers and audience members in all tasks. The sense of rapport with all members of the ensemble is excellent.</p>
<p>Cooperation</p>	<p>Has begun to work well in group work, although may sometime find this difficult. Will try to stay focused but may sometimes find this difficult.</p>	<p>Working well with others, sometimes suggesting appropriate and creative ideas. Generally focused in most tasks.</p>	<p>Working very well with others in a supportive and committed manner, suggesting imaginative ideas. Is focused and committed to the task most of the time.</p>	<p>Works maturely and sensitively in group work, motivating others to ensure each task is fulfilled to a high standard. Highly focused.</p>	<p>Works maturely and sensitively in group work, motivating others to ensure each task is fulfilled to a high standard. Demonstrates creative leadership and collaboration skills. Highly focused.</p>
<p>Use of Drama Language</p>	<p>Has begun to use drama terms within self/peer assessment</p>	<p>Works hard to use drama terms. Can contribute with growing confidence ideas about their own work and the work of others using drama terms.</p>	<p>Can contribute with confidence ideas about their own work and the work of others using drama terms with ease.</p>	<p>Often contributes to questioning, creative ideas and assessment (self/group/peer) using subject specific language with ease.</p>	<p>Actively contributes to questioning, creative ideas and assessment (self/group/peer) using subject specific language to give comments on and appreciation for the purpose of drama</p>

**(This does not always mean verbal communication but can include emotional communication to create a connection between performer and audience)*