

Year 8 Drama Levels Term 2

Level	CREATING	PERFORMING	EVALUATING
P	I feel more confident listening to the ideas of others but I can co-operate within a group. I can use my own experiences to create a character and I can focus for some of the time in rehearsal.	I can take part in scenes using Shakespeare's language but I do not understand some of the words and therefore I prefer not to use dialogue. I can perform the role of a character in devised work but feel more comfortable with a script, when I know what to say next. I have difficulty working as part of an ensemble.	I can discuss a performance created by either myself or others. I can write in simple statements about my practical work and identify some targets for improvement.
1-3	I listen to and co-operate with others, sometimes suggesting ideas to develop a devised piece of drama. I can suggest physical and vocal skills that would complement a scene from a Shakespeare play. I can stay focused for most of the time in rehearsal.	I am capable of working as part of an ensemble and use my listening skills to full effect. I can use a script to perform some lines from Shakespeare's plays, though I may not understand all the language. In devised work, I am able to stay in role most of the time and I can use some stylised drama techniques.	I can identify features of good performance work. I can write in full sentences about my strengths and weaknesses and identify targets for improvement. I can identify when a performer has used physical and vocal skills effectively.
4-6	I can stay focused throughout rehearsals and suggest ideas to develop my work and roles. I can voice my preferences and thoughts when given a stimulus in preparation for devising pieces of drama. When preparing for Shakespeare performances, I can offer ideas regarding appropriate vocal and physical skills to complement the scene or focus.	I can effectively use Shakespeare's language when using a script. I can stay in role and I consider my vocal skills, such as pitch, pace, pause and volume in my performance. I therefore provide reasonable support for others performing. I work effectively as part of an ensemble, using my awareness skills to know when to deliver my lines and I consider the physicality that would best suit my character. I can create stylised scenes by using synchronised movements.	I can identify strengths and weaknesses in both my work and that of others. I can correct my own work and I am able to give suggestions to others to help improve their work. I can write thoughtfully about the skills and processes of devising a piece of drama. My writing shows a reasonable level of literacy.
7-9	I can develop a variety of work with total commitment and sensitivity in a group, leading and inspiring others. I can confidently develop ideas from a stimulus in devising work by drawing on my own knowledge and experiences. I can also assist others by translating Shakespeare's middle English into modern English so that all members of my group understand the focus of the scene. I know a range of vocal and physical techniques that will complement the scene I am performing.	I have excellent control over all aspects of stage performance, showing confidence, originality and commitment in role. I fully understand Shakespeare's language in script work, and therefore, I am able to use a range of suitable vocal techniques when performing my lines. I can convey status by my use of levels. In devised work, I can perform a stylised piece of drama by using synchronised movements. I am able to think quickly and spontaneously, creating inspiring and often comical improvised scenes. I use my awareness to ensure I work effectively as part of an ensemble and can guide others to maintain successfully devised scenes.	I can analyse and evaluate my own work and my peers. I am able to explore how and why a performer was successful in their devised scene and I am able to offer advice to help others work effectively as part of an ensemble. My evaluations show a high level of understanding of the skills and processes of drama through extended writing and a good level of literacy.