

# EMERGING PROGRESS

## Skills

	Creating	Performing	Evaluating
<b>Year 7</b>	<p><b>Contribution:</b> Listen and use the ideas of others.</p> <p><b>Intention:</b> under developed</p> <p><b>Research:</b> uses others</p> <p><b>Techniques:</b> sometimes applies with no invention</p> <p>Stand and speak on stage</p> <p>Apply limited performing skills</p> <p><b>Stage configuration and use of space:</b> apply in a limited way</p>	<p><b>Performing skills:</b> narrow range</p> <p><b>Character:</b> Stand and speak on stage</p> <p><b>Intention:</b> not achieved</p> <p><b>Contribution:</b> basic/minimal</p> <p><b>Application of techniques:</b> not always applied</p> <p><b>Scripted:</b> under developed understanding of context</p> <p><b>Devising:</b> no inventiveness</p>	<p><b>Description:</b> referencing narrow range of skills</p> <p><b>Opinion:</b> limited</p> <p><b>Techniques and performing skills:</b> explain how a narrow range create meaning</p> <p><b>Repetition</b></p> <p><b>Analyse how successful:</b> under developed</p> <p><b>Evaluate the merit:</b> under developed</p>
<b>Year 8</b>	<p><b>Contribution:</b> give an idea</p> <p><b>Intention:</b> to be told by others</p> <p><b>Research:</b> very basic</p> <p><b>Techniques:</b> Apply with no invention</p> <p><b>Develop a very simple character</b></p> <p><b>Apply some appropriate performing skills</b></p> <p><b>Stage configuration and use of space:</b> apply</p>	<p><b>Performing skills:</b> narrow to fair range</p> <p><b>Stay in role some of the time</b></p> <p><b>Character:</b> very simple</p> <p><b>Intention:</b> not achieved</p> <p><b>Contribution:</b> basic/minimal</p> <p><b>Application of techniques:</b> simple</p> <p><b>Scripted:</b> limited understanding of context</p> <p><b>Devising:</b> little inventiveness</p>	<p><b>Description:</b> referencing narrow to fair range of skills</p> <p><b>Opinion:</b> Relies on description</p> <p><b>Techniques and performing skills:</b> explain how a narrow to fair range create meaning</p> <p><b>Repetition:</b> a lot</p> <p><b>Analyse how successful:</b> limited</p> <p><b>Evaluate the merit:</b> limited</p>
<b>Year 9</b>	<p><b>Contribution:</b> suggest some ideas</p> <p><b>Intention:</b> to know with lots of guidance</p> <p><b>Research:</b> Basic</p> <p><b>Techniques:</b> Apply with little invention</p> <p><b>Develop a simple character</b></p> <p><b>Apply appropriate performing skills</b></p> <p><b>Stage configuration and use of space:</b> apply somewhat effectively</p>	<p><b>Performing skills:</b> fair range</p> <p><b>Stay in role most of the time</b></p> <p><b>Character:</b> simple</p> <p><b>Intention:</b> partially achieved</p> <p><b>Contribution:</b> some meaningful</p> <p><b>Application of techniques:</b> simple</p> <p><b>Scripted:</b> basic understanding of context</p> <p><b>Devising:</b> an inventive moment</p>	<p><b>Description:</b> referencing fair range of skills</p> <p><b>Opinion:</b> limited examples. Relies on description</p> <p><b>Techniques and performing skills:</b> explain how a fair range create meaning</p> <p><b>Repetition:</b> some</p> <p><b>Analyse how successful:</b> reasonably clear</p> <p><b>Evaluate the merit:</b> reasonably clear</p>

In Year 9, your knowledge journey increases in challenge further to include.....

In Year 8, your knowledge journey increases in challenge to include.....

In Year 7, your knowledge journey includes.....

**Assessment 1: Scripted and Devising**

- Role of the **Performer, director and playwright**
- How to interpret a script (scripted)
- How to **create a short piece** from a stimulus (devising)
- **Key** performing skills
- **Key** rehearsal and dramatic techniques
- How to **create and perform a character**
- How to **evaluate their own work**.
- Stage configuration: **end on**

**Assessment 2: Scripted and Devising**

- Role of the **performer, director, playwright and ensemble**
- How to interpret a script
- How to **create a piece** from a stimulus
- **Key** performing skills
- **Key** rehearsal and dramatic techniques
- How to **create and perform a character**
- How to **evaluate their own work**.
- Stage configuration: **end on, amphitheatre**

**Assessment 1: Scripted and Devising Year 7 plus:**

- Role of the designer: **set, costume, lighting and sound**
- How to interpret a script
- How to **create a piece of inventive theatre** from a stimulus
- Performing skills
- Rehearsal and dramatic techniques
- How to **create and perform a convincing character**
- How to **evaluate their own work and that of others**
- Stage configuration: **in the round and thrust/apron**

**Assessment 2: Scripted and Devising Year 7 plus:**

- Role of the designer: **set, costume, lighting and sound**
- How to interpret a script
- How to **create a piece theatre with many inventive moments** from a stimulus
- Performing skills
- Rehearsal and dramatic techniques
- How to **create and perform a convincing character**
- How to **evaluate their own work and that of others**
- Stage configuration: **in the round and thrust/apron**

**Mock Exam & Assessment 1:**

**Devising**

**Year 7 & 8 plus**

- All the roles of theatre makers including **theatre manager, understudy, technician and puppet designer**.
- How to **create a piece of inventive theatre** from a stimulus
- Performing skills
- Rehearsal and dramatic techniques
- How to **create and perform a convincing and detailed character**
- How to **evaluate their own work and that of others**
- Stage configuration: **traverse and promenade**

**Assessment 2:**

**Scripted plus the devising unit**

**Year 7 & 8 plus**

- All the roles of theatre makers including **theatre manager, understudy, technician and puppet designer**.
- How to interpret a script
- How to **create a piece of inventive theatre** from a stimulus
- Performing skills
- Rehearsal and dramatic techniques
- How to **create and perform a convincing and detailed character**
- How to **evaluate their own work and that of others**
- Stage configuration: **traverse and promenade**

## Content

	Creating	Performing	Evaluating
<b>Year 7</b>	<p><b>Contribution:</b> give an idea  <b>Intention:</b> to be told by others  <b>Research:</b> very basic  <b>Techniques:</b> Apply with no invention  <b>Develop a very simple character</b>  <b>Apply some appropriate performing skills</b>  <b>Stage configuration and use of space:</b> apply</p>	<p><b>Performing skills:</b> narrow to fair range  <b>Stay in role some of the time</b>  <b>Character:</b> very simple  <b>Intention:</b> not achieved  <b>Contribution:</b> basic/minimal  <b>Application of techniques:</b> simple  <b>Scripted:</b> limited understanding of context  <b>Devising:</b> little inventiveness</p>	<p><b>Description:</b> referencing narrow to fair range of skills  <b>Opinion:</b> Relies on description  <b>Techniques and performing skills:</b> explain how a narrow to fair range create meaning  <b>Repetition:</b> a lot  <b>Analyse how successful:</b> limited  <b>Evaluate the merit:</b> limited</p>
<b>Year 8</b>	<p><b>Contribution:</b> suggest some ideas  <b>Intention:</b> to know with lots of guidance  <b>Research:</b> Basic  <b>Techniques:</b> Apply with little invention  <b>Develop a simple character</b>  <b>Apply appropriate performing skills</b>  <b>Stage configuration and use of space:</b> apply somewhat effectively</p>	<p><b>Performing skills:</b> fair range  <b>Stay in role most of the time</b>  <b>Character:</b> simple  <b>Intention:</b> partially achieved  <b>Contribution:</b> some meaningful  <b>Application of techniques:</b> simple  <b>Scripted:</b> basic understanding of context  <b>Devising:</b> an inventive moment</p>	<p><b>Description:</b> referencing fair range of skills  <b>Opinion:</b> limited examples. Relies on description  <b>Techniques and performing skills:</b> explain how a fair range create meaning  <b>Repetition:</b> some  <b>Analyse how successful:</b> reasonably clear  <b>Evaluate the merit:</b> reasonably clear</p>
<b>Year 9</b>	<p><b>Contribution:</b> lots of ideas and develop them  <b>Intention:</b> to know with guidance  <b>Research:</b> narrow and use it  <b>Techniques:</b> Choose and apply with little invention  <b>Develop a clear character</b>  Choose and apply some appropriate <b>performing skills</b>  <b>Stage configuration and use of space:</b> apply effectively</p>	<p><b>Performing skills:</b> fair to wide range  <b>Sustain your role</b>  <b>Character:</b> clear  <b>Intention:</b> partially achieved  <b>Contribution:</b> meaningful  <b>Application of techniques:</b> some effectiveness  <b>Scripted:</b> some understanding of context  <b>Devising:</b> some inventive moments</p>	<p><b>Description:</b> referencing fair to wide range of skills, reasonably clearly  <b>Opinion:</b> give one, supported with some examples. Might rely on description  <b>Techniques and performing skills:</b> explain how a fair to wide range create meaning  <b>Repetition:</b> some  <b>Analyse how successful:</b> reasonably clear  <b>Evaluate the merit:</b> reasonably clear</p>

In Year 9, your knowledge journey increases in challenge further to include.....

In Year 8, your knowledge journey increases in challenge to include.....

In Year 7, your knowledge journey includes.....

**Assessment 1: Scripted and Devising**

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- How to interpret a script (scripted)
- How to **create a short piece** from a stimulus (devising)
- **Key** performing skills
- **Key** rehearsal and dramatic techniques
- How to **create and perform** a character
- How to **evaluate their own work**.
- Stage configuration: **end on**

**Assessment 2: Scripted and Devising**

- Role of the **performer, director, playwright and ensemble**
- How to interpret a script
- How to **create a piece** from a stimulus
- **Key** performing skills
- **Key** rehearsal and dramatic techniques
- How to **create and perform** a character
- How to **evaluate their own work**.
- Stage configuration: **end on, amphitheatre**

**Assessment 1: Scripted and Devising Year 7 plus:**

- Role of the designer: **set, costume, lighting and sound**
- How to interpret a script
- How to create a **piece of inventive theatre** from a stimulus
- Performing skills
- Rehearsal and dramatic techniques
- How to create and perform a **convincing character**
- How to **evaluate their own work and that of others**
- Stage configuration: **in the round and thrust/apron**

**Assessment 2: Scripted and Devising Year 7 plus:**

- Role of the designer: **set, costume, lighting and sound**
- How to interpret a script
- How to create a **piece theatre with many inventive moments** from a stimulus
- Performing skills
- Rehearsal and dramatic techniques
- How to create and perform a **convincing character**
- How to **evaluate their own work and that of others**
- Stage configuration: **in the round and thrust/apron**

**Mock Exam & Assessment 1:**

- Devising Year 7 & 8 plus**
- All the roles of theatre makers including **theatre manager, understudy, technician and puppet designer**.
  - How to create a **piece of inventive theatre** from a stimulus
  - Performing skills
  - Rehearsal and dramatic techniques
  - How to create and perform a **convincing and detailed character**
  - How to **evaluate their own work and that of others**
  - Stage configuration: **traverse and promenade**

**Assessment 2:**

- Scripted plus the devising unit Year 7 & 8 plus**
- All the roles of theatre makers including **theatre manager, understudy, technician and puppet designer**.
  - How to interpret a script
  - How to create a **piece of inventive theatre** from a stimulus
  - Performing skills
  - Rehearsal and dramatic techniques
  - How to create and perform a **convincing and detailed character**
  - How to **evaluate their own work and that of others**
  - Stage configuration: **traverse and promenade**

# ACHIEVING PROGRESS

Skills

	Creating	Performing	Evaluating
<b>Year 7</b>	<p><b>Contribution:</b> suggest some ideas</p> <p><b>Intention:</b> to know with lots of guidance</p> <p><b>Research:</b> Basic</p> <p><b>Techniques:</b> Apply with little invention</p> <p><b>Develop a simple character</b></p> <p><b>Apply appropriate performing skills</b></p> <p><b>Stage configuration and use of space:</b> apply somewhat effectively</p>	<p><b>Performing skills:</b> fair range</p> <p><b>Stay in role most of the time</b></p> <p><b>Character:</b> simple</p> <p><b>Intention:</b> partially achieved</p> <p><b>Contribution:</b> some meaningful</p> <p><b>Application of techniques:</b> simple</p> <p><b>Scripted:</b> basic understanding of context</p> <p><b>Devising:</b> an inventive moment</p>	<p><b>Description:</b> referencing fair range of skills</p> <p><b>Opinion:</b> limited examples. Relies on description</p> <p><b>Techniques and performing skills:</b> explain how a fair range create meaning</p> <p><b>Repetition:</b> some</p> <p><b>Analyse how successful:</b> reasonably clear</p> <p><b>Evaluate the merit:</b> reasonably clear</p>
<b>Year 8</b>	<p><b>Contribution:</b> lots of ideas and develop them</p> <p><b>Intention:</b> to know with guidance</p> <p><b>Research:</b> narrow and use it</p> <p><b>Techniques:</b> Choose and apply with little invention</p> <p><b>Develop a clear character</b></p> <p>Choose and apply some appropriate <b>performing skills</b></p> <p><b>Stage configuration:</b> apply effectively</p>	<p><b>Performing skills:</b> fair to wide range</p> <p><b>Sustain your role</b></p> <p><b>Character:</b> clear</p> <p><b>Intention:</b> partially achieved</p> <p><b>Contribution:</b> some meaningful</p> <p><b>Application of techniques:</b> some effectiveness</p> <p><b>Scripted:</b> some understanding of context</p> <p><b>Devising:</b> some inventive moments</p>	<p><b>Description:</b> referencing fair to wide range of skills, reasonably clearly</p> <p><b>Opinion:</b> give one, supported with some examples. Might rely on description</p> <p><b>Techniques and performing skills:</b> explain how a fair to wide range create meaning</p> <p><b>Repetition:</b> some</p> <p><b>Analyse how successful:</b> reasonably clear</p> <p><b>Evaluate the merit:</b> reasonably clear</p>
<b>Year 9</b>	<p><b>Contribution:</b> contribute ideas that improve the effectiveness of the piece and experiment with them.</p> <p><b>Intention:</b> to identify with some guidance and be appropriate</p> <p><b>Research:</b> in some depth and use it with some creativity</p> <p><b>Techniques:</b> Choose, apply and adapt with some invention</p> <p><b>Develop a detailed character</b></p> <p>Choose and apply appropriate <b>performing skills</b></p> <p><b>Stage configuration:</b> apply effectively</p>	<p><b>Performing skills:</b> wide range</p> <p><b>Sustain your role and support others</b></p> <p><b>Character:</b> clear and convincing</p> <p><b>Intention:</b> achieved</p> <p><b>Contribution:</b> impacts the overall effectiveness</p> <p><b>Application of techniques:</b> effective</p> <p><b>Scripted:</b> understanding of context</p> <p><b>Devising:</b> many inventive moments</p>	<p><b>Description:</b> referencing wide range of skills reasonably clearly</p> <p><b>Opinion:</b> confident, supported with examples.</p> <p><b>Techniques and performing skills:</b> explain how a wide range create meaning</p> <p><b>Repetition:</b> mostly avoids</p> <p><b>Analyse how successful:</b> clear</p> <p><b>Evaluate the merit:</b> clear</p>

In Year 9, your knowledge journey increases in challenge further to include.....

In Year 8, your knowledge journey increases in challenge to include.....

In Year 7, your knowledge journey includes.....

**Assessment 1: Scripted and Devising**

- Role of the **performer, director and playwright**
- How to interpret a script (scripted)
- How to **create a short piece** from a stimulus (devising)
- **Key** performing skills
- **Key** rehearsal and dramatic techniques
- How to **create and perform** a character
- How to **evaluate their own work**.
- Stage configuration: **End on**

**Assessment 2: Scripted and Devising**

- Role of the **performer, director, playwright and ensemble**
- How to interpret a script
- How to **create a piece** from a stimulus
- **Key** performing skills
- **Key** rehearsal and dramatic techniques
- How to **create and perform** a character
- How to **evaluate their own work**.
- Stage configuration: **End on, amphitheatre**

**Assessment 1: Scripted and Devising Year 7 plus:**

- Role of the designer: **set, costume, lighting and sound**
- How to interpret a script
- How to **create a piece of inventive theatre** from a stimulus
- Performing skills
- Rehearsal and dramatic techniques
- How to **create and perform** a **convincing character**
- How to **evaluate their own work and that of others**
- Stage configuration: **in the round and thrust/apron**

**Assessment 2: Scripted and Devising Year 7 plus:**

- Role of the designer: **set, costume, lighting and sound**
- How to interpret a script
- How to **create a piece theatre with many inventive moments** from a stimulus
- Performing skills
- Rehearsal and dramatic techniques
- How to **create and perform** a **convincing character**
- How to **evaluate their own work and that of others**
- Stage configuration: **in the round and thrust/apron**

**Mock Exam & Assessment 1:**

- Devising Year 7 & 8 plus**
- All the roles of theatre makers including **theatre manager, understudy, technician and puppet designer**.
  - How to create a **piece of inventive theatre** from a stimulus
  - Performing skills
  - Rehearsal and dramatic techniques
  - How to **create and perform** a **convincing and detailed character**
  - How to **evaluate their own work and that of others**
  - Stage configuration: **traverse and promenade**

**Assessment 2:**

- Scripted plus the devising unit Year 7 & 8 plus**
- All the roles of theatre makers including **theatre manager, understudy, technician and puppet designer**.
  - How to interpret a script
  - How to **create a piece of inventive theatre** from a stimulus
  - Performing skills
  - Rehearsal and dramatic techniques
  - How to **create and perform** a **convincing and detailed character**
  - How to **evaluate their own work and that of others**
  - Stage configuration: **traverse and promenade**

Content

	Creating	Performing	Evaluating
<b>Year 7</b>	<p><b>Contribution:</b> lots of ideas and develop them</p> <p><b>Intention:</b> to know with guidance</p> <p><b>Research:</b> narrow and use it</p> <p><b>Techniques:</b> Choose and apply with little invention</p> <p><b>Develop a clear character</b></p> <p>Choose and apply some appropriate <b>performing skills</b></p> <p><b>Stage configuration:</b> apply effectively</p>	<p><b>Performing skills:</b> fair to wide range</p> <p><b>Sustain your role</b></p> <p><b>Character:</b> clear</p> <p><b>Intention:</b> partially achieved</p> <p><b>Contribution:</b> some meaningful</p> <p><b>Application of techniques:</b> some effectiveness</p> <p><b>Scripted:</b> some understanding of context</p> <p><b>Devising:</b> some inventive moments</p>	<p><b>Description:</b> referencing fair to wide range of skills, reasonably clearly</p> <p><b>Opinion:</b> give one, supported with some examples. Might rely on description</p> <p><b>Techniques and performing skills:</b> explain how a fair to wide range create meaning</p> <p><b>Repetition:</b> some</p> <p><b>Analyse how successful:</b> reasonably clear</p> <p><b>Evaluate the merit:</b> reasonably clear</p>
<b>Year 8</b>	<p><b>Contribution:</b> contribute ideas that improve the effectiveness of the piece and experiment with them.</p> <p><b>Intention:</b> to identify with some guidance and be appropriate</p> <p><b>Research:</b> in some depth and use it with some creativity</p> <p><b>Techniques:</b> Choose, apply and adapt with some invention</p> <p><b>Develop a detailed character</b></p> <p>Choose and apply appropriate <b>performing skills</b></p> <p><b>Stage configuration:</b> apply effectively</p>	<p><b>Performing skills:</b> wide range</p> <p><b>Sustain your role and support others</b></p> <p><b>Character:</b> clear and convincing</p> <p><b>Intention:</b> achieved</p> <p><b>Contribution:</b> impacts the overall effectiveness</p> <p><b>Application of techniques:</b> effective</p> <p><b>Scripted:</b> understanding of context</p> <p><b>Devising:</b> many inventive moments</p>	<p><b>Description:</b> referencing wide range of skills reasonably clearly</p> <p><b>Opinion:</b> confident, supported with examples.</p> <p><b>Techniques and performing skills:</b> explain how a wide range create meaning</p> <p><b>Repetition:</b> mostly avoids</p> <p><b>Analyse how successful:</b> clear</p> <p><b>Evaluate the merit:</b> clear</p>
<b>Year 9</b>	<p><b>Contribution:</b> Lead and contribute ideas that improve the effectiveness of the piece and experiment with yours and others ideas.</p> <p><b>Intention:</b> to identify with no guidance and be appropriate</p> <p><b>Research:</b> comprehensively and use it with some creativity</p> <p><b>Techniques:</b> Choose, apply and adapt with invention</p> <p><b>Develop detailed and convincing character</b></p> <p>Choose, apply and adapt appropriate <b>performing skills</b></p> <p><b>stage configuration:</b> Choose and apply for your piece effectively</p>	<p><b>Performing skills:</b> wide range with some confidence</p> <p><b>Sustain your role and support others well on stage</b></p> <p><b>Character:</b> clear, convincing and detailed</p> <p><b>Intention:</b> securely achieved</p> <p><b>Contribution:</b> impacts the overall effectiveness</p> <p><b>Application of techniques:</b> very effective</p> <p><b>Scripted:</b> clear understanding of context</p> <p><b>Devising:</b> inventive moments throughout</p>	<p><b>Description:</b> referencing wide range of skills clearly and precisely</p> <p><b>Opinion:</b> confident and original, supported with precise examples.</p> <p><b>Techniques and performing skills:</b> explain, in detail, how a wide range create meaning</p> <p><b>Repetition:</b> avoids</p> <p><b>Analyse how successful:</b> developed and clear</p> <p><b>Evaluate the merit:</b> developed and clear</p>

In Year 9, your knowledge journey increases in challenge further to include.....

In Year 8, your knowledge journey increases in challenge to include.....

In Year 7, your knowledge journey includes.....

**Assessment 1: Scripted and Devising**

- Role of the **performer, director and playwright**
- How to interpret a script (scripted)
- How to **create a short piece** from a stimulus (devising)
- **Key** performing skills
- **Key** rehearsal and dramatic techniques
- How to **create and perform a character**
- How to **evaluate their own work.**
- Stage configuration: **end on**

**Assessment 2: Scripted and Devising**

- Role of the **performer, director, playwright and ensemble**
- How to interpret a script
- How to **create a piece** from a stimulus
- **Key** performing skills
- **Key** rehearsal and dramatic techniques
- How to **create and perform a character**
- How to **evaluate their own work.**
- Stage configuration: **end on, amphitheatre**

**Assessment 1: Scripted and Devising Year 7 plus:**

- Role of the designer: **set, costume, lighting and sound**
- How to interpret a script
- How to create a **piece of inventive theatre** from a stimulus
- Performing skills
- Rehearsal and dramatic techniques
- How to create and perform a **convincing character**
- How to **evaluate their own work and that of others**
- Stage configuration: **in the round and thrust/apron**

**Assessment 2: Scripted and Devising Year 7 plus:**

- Role of the designer: **set, costume, lighting and sound**
- How to interpret a script
- How to create a **piece theatre with many inventive moments** from a stimulus
- Performing skills
- Rehearsal and dramatic techniques
- How to create and perform a **convincing character**
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- Stage configuration: **in the round and thrust/apron**

**Mock Exam & Assessment 1: Devising Year 7 & 8 plus**

- All the roles of theatre makers including **theatre manager, understudy, technician and puppet designer.**
- How to create a **piece of inventive theatre** from a stimulus
- Performing skills
- Rehearsal and dramatic techniques
- How to create and perform a **convincing and detailed character**
- How to **evaluate their own work and that of others**
- Stage configuration: **traverse and promenade**

**Assessment 2:**

- Scripted plus the devising unit Year 7 & 8 plus**
- All the roles of theatre makers including **theatre manager, understudy, technician and puppet designer.**
  - How to interpret a script
  - How to create a **piece of inventive theatre** from a stimulus
  - Performing skills
  - Rehearsal and dramatic techniques
  - How to create and perform a **convincing and detailed character**
  - How to **evaluate their own work and that of others**
  - Stage configuration: **traverse and promenade**

	Creating	Performing	Evaluating
<b>Year 7</b>	<p><b>Contribution:</b> contribute ideas that improve the effectiveness of the piece and experiment with them.</p> <p><b>Intention:</b> to identify with some guidance and be appropriate</p> <p><b>Research:</b> in some depth and use it with some creativity</p> <p><b>Techniques:</b> Choose, apply and adapt with some invention</p> <p><b>Develop a detailed character</b></p> <p>Choose and apply appropriate <b>performing skills</b></p> <p><b>Stage configuration:</b> apply effectively</p>	<p><b>Performing skills:</b> wide range</p> <p><b>Sustain your role and support others</b></p> <p><b>Character:</b> clear and convincing</p> <p><b>Intention:</b> achieved</p> <p><b>Contribution:</b> impacts the overall effectiveness</p> <p><b>Application of techniques:</b> effective</p> <p><b>Scripted:</b> understanding of context</p> <p><b>Devising:</b> many inventive moments</p>	<p><b>Description:</b> referencing wide range of skills reasonably clearly</p> <p><b>Opinion:</b> confident, supported with examples.</p> <p><b>Techniques and performing skills:</b> explain how a wide range create meaning</p> <p><b>Repetition:</b> mostly avoids</p> <p><b>Analyse how successful:</b> clear</p> <p><b>Evaluate the merit:</b> clear</p>
<b>Year 8</b>	<p><b>Contribution:</b> Lead and contribute ideas that improve the effectiveness of the piece and experiment with yours and others ideas.</p> <p><b>Intention:</b> to identify with no guidance and be appropriate</p> <p><b>Research:</b> comprehensively and use it with some creativity</p> <p><b>Techniques:</b> Choose, apply and adapt with invention</p> <p><b>Develop detailed and convincing character</b></p> <p>Choose, apply and adapt appropriate <b>performing skills</b></p> <p><b>stage configuration:</b> Choose and apply for your piece effectively</p>	<p><b>Performing skills:</b> wide range with some confidence</p> <p><b>Sustain your role and support others well on stage</b></p> <p><b>Character:</b> clear, convincing and detailed</p> <p><b>Intention:</b> securely achieved</p> <p><b>Contribution:</b> impacts the overall effectiveness</p> <p><b>Application of techniques:</b> very effective</p> <p><b>Scripted:</b> clear understanding of context</p> <p><b>Devising:</b> inventive moments throughout</p>	<p><b>Description:</b> referencing wide range of skills clearly and precisely</p> <p><b>Opinion:</b> confident and original, supported with precise examples.</p> <p><b>Techniques and performing skills:</b> explain, in detail, how a wide range create meaning</p> <p><b>Repetition:</b> avoids</p> <p><b>Analyse how successful:</b> developed and clear</p> <p><b>Evaluate the merit:</b> developed and clear</p>
<b>Year 9</b>	<p><b>Contribution:</b> total commitment and experiment creatively with yours and others ideas.</p> <p><b>Intention:</b> to identify with no guidance and be completely appropriate</p> <p><b>Research:</b> comprehensively and use it creatively</p> <p><b>Techniques:</b> choose, apply, adapt and experiment creatively</p> <p><b>Develop a convincing, original character</b></p> <p>Choose, apply, adapt and experiment with appropriate <b>performing skills</b></p> <p><b>Stage configuration:</b> Choose and apply for your piece highly effectively</p>	<p><b>Performing skills:</b> wide range with confidence</p> <p><b>Sustain your role and support others sensitively</b></p> <p><b>Character:</b> clear, convincing, detailed and original</p> <p><b>Intention:</b> entirely achieved</p> <p><b>Contribution:</b> key to the overall effectiveness</p> <p><b>Application of techniques:</b> very effective and confidently</p> <p><b>Scripted:</b> sensitive to context</p> <p><b>Devising:</b> highly inventive throughout</p>	<p><b>Description:</b> referencing wide to extensive range of skills clearly and precisely</p> <p><b>Opinion:</b> original and perceptive, supported with precise examples.</p> <p><b>Repetition:</b> avoids</p> <p><b>Analyse how successful:</b> critical and insightful</p> <p><b>Evaluate the merit:</b> critical and insightful</p>

In Year 9, your knowledge journey increases in challenge further to include.....

In Year 8, your knowledge journey increases in challenge to include.....

In Year 7, your knowledge journey includes.....

**Assessment 1: Scripted and Devising**

- Role of the performer, director and playwright
- How to interpret a script (scripted)
- How to create a short piece from a stimulus (devising)
- Key performing skills
- Key rehearsal and dramatic techniques
- How to create and perform a character
- How to evaluate their own work.
- Stage configuration: end on

**Assessment 2: Scripted and Devising**

- Role of the performer, director, playwright and ensemble
- How to interpret a script
- How to create a piece from a stimulus
- Key performing skills
- Key rehearsal and dramatic techniques
- How to create and perform a character
- How to evaluate their own work.
- Stage configuration: end on, amphitheatre

**Assessment 1: Scripted and Devising Year 7 plus:**

- Role of the designer: set, costume, lighting and sound
- How to interpret a script
- How to create a piece of inventive theatre from a stimulus
- Performing skills
- Rehearsal and dramatic techniques
- How to create and perform a convincing character
- How to evaluate their own work and that of others
- Stage configuration: in the round and thrust/apron

**Assessment 2: Scripted and Devising Year 7 plus:**

- Role of the designer: set, costume, lighting and sound
- How to interpret a script
- How to create a piece theatre with many inventive moments from a stimulus
- Performing skills
- Rehearsal and dramatic techniques
- How to create and perform a convincing character
- How to evaluate their own work and that of others
- Stage configuration: in the round and thrust/apron

**Mock Exam & Assessment 1:**

- Devising Year 7 & 8 plus**
- All the roles of theatre makers including theatre manager, understudy, technician and puppet designer.
  - How to create a piece of inventive theatre from a stimulus
  - Performing skills
  - Rehearsal and dramatic techniques
  - How to create and perform a convincing and detailed character
  - How to evaluate their own work and that of others
  - Stage configuration: traverse and promenade

**Assessment 2:**

- Scripted plus the devising unit Year 7 & 8 plus**
- All the roles of theatre makers including theatre manager, understudy, technician and puppet designer.
  - How to interpret a script
  - How to create a piece of inventive theatre from a stimulus
  - Performing skills
  - Rehearsal and dramatic techniques
  - How to create and perform a convincing and detailed character
  - How to evaluate their own work and that of others
  - Stage configuration: traverse and promenade