

	Foundation	Developing	Secure	Excelling
Creating	I can listen to the ideas of others and can co-operate when given direction by my group. I can focus on the task for short periods of time. I can work with my friends but will need prompting or help from the teacher or teaching assistant when I am working with people with people I don't know as well.	I can sometimes offer ideas to the group and overall make a positive contribution. I can usually work co-operatively with different people, showing I can listen to and accept others' ideas. I can do this without needing any support from the class teacher or teaching assistant. I am mostly focused during the rehearsal time and have shown that I can go over work created looking for ways to improve it. If asked, I can offer a basic description of what I want to achieve in the performance.	I give lots of appropriate and creative ideas during group tasks. I can listen to the ideas of others and build on their suggestions. I can work successfully with a range of different people. I am always focused on the task during the rehearsal. I can use the rehearsal time to refine and improve the work I have created. If asked, I can express the creative intentions for the work.	I offer a wide range of highly creative, appropriate and sensitive ideas. I am confident working with others and will often take on a leadership role in group tasks. I actively try to involve all members of the group when I am taking on a leadership role. I am highly motivated during the rehearsal. I use the rehearsal time wisely to ensure that work that refined and developed. If asked, I can fully express and justify the creative intentions for the work – linking to genre, practitioner or style if appropriate.
Performing	I can take part in a performance playing characters who are similar to me. When performing, I mostly speak loud enough for the audience to hear me. Sometimes I can show my character's emotions by changing my voice and my body language.	I have been able to play a character different from me by changing my voice or my body language to fit this role. I can change my voice and my body language to show my character's emotions. I can avoid corpsing for short periods of time. I am starting to be aware of my blocking on stage and what the audience will be able to see.	I have been able to play a character different from me by changing both my voice and my body language to fit this role. I can use different vocal and physical skills to convincingly show different emotions in a performance. I do not usually corpse on stage and mostly show that I can change my face expression/ body language/ proxemics to react to others when I am not talking. My blocking is mostly successful.	On stage I appear confident and fully at ease with whatever character I am playing. I can skilfully use my voice and movement to convey my emotions when in role. I am focused throughout the performance and do not break role at any point. I consistently react appropriately to others on stage. I have used the performance space creatively. I deliver a creative, appropriate and highly imaginative performance which fully engages the audience.
Responding	I can offer an opinion about a performance saying what I liked or disliked about it. With help from the teacher or teaching assistant, I can identify my own strengths and weaknesses and set a target for future work.	I can offer a specific example of what worked well in a performance and what could be improved. I can sometimes use dramatic terminology in my feedback. Independently I can identify my own strengths and weaknesses and set an appropriate target for future work.	Using detail, I can discuss both strengths and weaknesses in a performance offering reasoning for my thoughts. I am secure in my use of drama terminology when I am discussing work. Using examples, I can identify strengths and weaknesses in my own practise and set myself specific and relevant targets for future work.	I consistently analyse and evaluate performance work offering insightful comments that consider the effect on the audience. I fully confident using a range of dramatic terminology. When appropriate, I can link my comments to the genre, style or practitioner we are studying. I can analyse and evaluate my own practise showing insight into my own strengths and areas for development, setting rigorous and detailed targets for my own improvement.