

Key Stage 3	Curriculum Checkpoints: What do students know and what can they do?			
Drama	Establishing	Securing	Flourishing	Excelling
Creating and Devising	Basic knowledge and awareness of different drama skills and conventions	Good knowledge and understanding of several drama techniques and conventions	Embedded knowledge and understanding many drama skills and techniques.	Excellent knowledge and understanding of a range of drama skills and techniques and the impact of their use.
	Describe what Respect is and why it is important in Drama.	Describe what Respect and Responsibility are and explain why they are important in drama.	Understands the importance of Respect, Responsibility and Resilience and applies them in most lessons	Understands the importance of Respect, Responsibility and Resilience in Drama and applies them consistently in all lessons
	Participate in drama and attempts to use the drama skills specified by the teacher.	Create drama and use some key drama skills with some of confidence and independence	Consciously craft drama by using several skills and techniques confidently and independently	Creatively craft drama, lead and suggest which Drama skills or techniques will make the drama effective.
	Participate sensibly in rehearsals and devising and take direction from others.	Participate in rehearsals and devising supportively with others and offer ideas of their own. Know it is important to listen to others opinions and act on them.	Rehearses and devises supportively with others and regularly offers ideas of their own. Listen to other's ideas, and act on them	Takes a leading role in devising and rehearsing, often directing others and actively listening to other's ideas adding to them and acting on in them to enhance the drama
	Identify when the drama isn't working and make simple changes when prompted to do so.	Make suggestions on how to move the drama forward when devising and rehearsing when asked.	Reviews and revises the drama while they are working and makes changes to improve their own performance and that of their group.	Actively reflects on, reviews and revises the drama while they are working and makes highly effective changes to improve their own performance and that of their group.
	Listen to feedback from the teachers about what is or isn't working in the drama piece and say something about what to do to improve it when asked.	Listen to other's opinions about what is or isn't working in the drama and tries to act on them.	Listen to other peoples opinions about how to improve the drama and acts on them	Actively listen to other people's opinions about the effectiveness of the drama and critique them before deciding to act on them.
Performing	Perform a character in front of the class.	Perform characters and roles which are different to their normal self	Perform characters and roles which are out of their comfort zone and with some confidence	Perform confidently at all time and often portrays characters and roles which are challenging.
	Perform, attempting to use the particular convention or technique which the teacher has taught that lesson	Perform in different styles, when prompted, using conventions and techniques which the teacher has suggested.	Perform in different styles, with some independence, using suitable conventions and techniques to use to make the drama effective	Consistently demonstrate the ability to perform in different styles, independently using suitable conventions and techniques to make the drama effective.
	Attempt to use clear vocal and physical skills when performing	Use vocal and physical skills with confidence when performing.	Use vocal and physical skills confidently and with some imagination and creativity when performing	Confidently uses a range of vocal and physical skills imaginatively, creatively and precisely when performing.
	Position themself in the acting space with intent when guided	Position themself in the acting space with clear intent	Use the acting space with clear intent and some imagination and creativity	Intentionally and consciously use the acting are in a way that communicates ideas about their character to the audience. (active use of proxemics)
	Stay in role and not lose focus.	Stay in role and not lose focus throughout the whole performance	Stay in role throughout and begin to create a sense of engagement with the audience	Remain fully focussed and in role creating a clear sense of engagement with the audience
Reviewing and Responding	Describe their own performance choices and can identify something that is good in the work and something that needs to be better.	Comment upon their own performance, identifying what they did well and what they need to improve	Analyse their own performance, identifying what did or didn't work well, and why it was or wasn't effective	Self - evaluate, with examples, the strengths and weaknesses of their own performance and make suggestions about how and why the work could be improved, where appropriate.
	Describe the performances of other people and pick out something that is good in their work and something that needs to be better	Give feedback about the performances of other people, identifying what worked well and what needs to improve	Give feedback and analysis about the performances of other people, identifying what did or didn't work well, and why it was or wasn't effective.	Give critical feedback and evaluation about the performances of other people, explaining the techniques used by performers and the impact their choices have upon the audience
	Make simple suggestions about what they or others can do to improve the drama	Make thoughtful suggestions about what they and others can do to improve the drama and can sometimes explain how these suggestions will make the drama better	Offer informed suggestions about their own or others work, explaining what could be improved and how this will impact the drama	Offer informed and critical suggestions about their work and/or the work of others with well explained and justified suggestions for improvement, including the impact this will have on the audience.
	Know and can use drama vocabulary appropriately when prompted	Know and can use drama vocabulary appropriately whenever describing their work or giving feedback	Know and uses drama vocabulary correctly whenever describing their work, evaluating or giving feedback	Uses drama vocabulary confidently and knowledgeably at all times.