

# KEY STAGE 3 PROGRESS LADDER

SUBJECT: Drama



## STM STAGE

1

### Creating & Evaluating

Students will respond to a range of stimuli with some simple ideas, which do not often offer opportunities for exploration. They may have difficulty in developing the ideas of others and may tend to accept rather than instigate ideas

Their contribution to the creating and presenting process may be more passive than active and seldom innovative.

These candidates' evaluative work may contain valid but obvious justifications with repetitive and/or basic vocabulary and concepts.

### Characterisation

Students will demonstrate the ability to make some changes to their voice and movement to suit the role they are playing, these may not be sustained for the whole duration of the performance. They will demonstrate some confidence on stage.

By using their voice, students will be able to define the vocal skills; accent, pace and volume. They will be able to use these vocal skills throughout their rehearsals but some of these may be inconsistent in performance.

By using their movement, students will be able to perform using naturalistic movement techniques including balance, body language and facial expression

2

Students will respond to a range of stimuli with several ideas, which often offer opportunities for development. They may be able and willing to develop constructively the ideas of others.

Their participation in the creating and presenting process will be valuable and, at times, enhance the work undertaken.

These candidates' evaluative work may consist of valid judgements which are regularly, if not consistently, justified. Well-observed concepts are supported by appropriate vocabulary.

Students will demonstrate the ability to make some changes to their voice and movement to suit the role they are playing, these may not be sustained for the whole duration of the performance. They will demonstrate some confidence on stage.

By using their voice, students will be able to define all of the Stage 1 vocal skills as well as clarity, tone and pitch. They will be able to use these vocal skills consistently throughout their performance and use these to enhance their characterisation.

By using their movement, students will be able to identify some difference between stylised and naturalistic movement techniques including all of the Stage 1 skills and additionally pace, timing and gesture.

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## STM STAGE

3

### Creating & Evaluating

Students will respond to a range of stimuli by offering a range of appropriate and demanding ideas, developing and expanding upon these ideas with awareness of dramatic structure.

Students will sometimes be the source of inspiration and leadership throughout the creating and presenting process. They will help to shape the work of other students without taking over.

Their evaluative work will show ability to organise their own ideas and evidence and may show limited insight into wider themes and the awareness of structure as well as acting ability. Vocabulary used will be appropriate; opinions stated will be evidenced using key moments from the work they have seen.

### Characterisation

Students will demonstrate the ability to make clearly defined changes to their voice and movement to suit the role they are playing. They will be able to multi-role, demonstrating their confidence is changing their voice and movement. Their characters will be developed and defined.

By using their voice, students will be able to define all of the Stage 1 - 2 vocal skills as well as pause and emphasis. They will be able to use these vocal skills consistently throughout their performance and use these to enhance their characterisation.

By using their movement, students will be able to identify some difference between stylised and naturalistic movement techniques including all of the Stage 1 - 2 skills and additionally positioning and use of levels.

4

Students will respond to a wide range of stimuli by offering a range of appropriate and demanding ideas, developing and expanding upon these ideas and upon ideas offered by others. Responses will be mature and considered.

Students will often be the source of inspiration and leadership throughout the creating and presenting process.

Their evaluative work will show ability to organise ideas and evidence and may show insight into wider themes and the awareness of structure as well as acting ability. Advanced vocabulary will be used; opinions stated will be fully justified.

Students will demonstrate the ability to transform their own mannerisms to 'become' another character, they will perform with flair and energy and use their performance skills to impact the audience in a specific way.

By using their voice, students will be able to define articulation, fluency, intonation and register. They will be able to use these vocal skills consistently throughout their performance and use these to enhance their characterisation.

By using their movement, students will be able to define both stylised and naturalistic movement techniques including all of the Stage 1 - 3 skills and additionally use of direction, use of space, rhythm and tempo.

5

Students will respond to a wide range of stimuli by offering a range of appropriate and demanding ideas, developing and expanding upon these ideas and upon ideas offered by others. Responses will reference additional source material and take into account the style and form of the drama.

Students will often be the source of inspiration and leadership throughout the creating and presenting process. A directorial approach will be evident in the student's engagement, students will consider stage craft, design and impact on audience shaping the structure of drama by manipulating action, plot and content.

Their evaluative work will be thorough and organised in a manner which considers the message of the drama and how successfully this was communicated to the audience. Advanced subject specific vocabulary will be used; opinions stated will be fully justified using evidence from the practical process they have participated in.

Students will demonstrate the ability to transform their own voice and movement to 'become' another character, when multi-rolling, the differences between roles should be clearly defined. Students should be able to articulate their voice and movement choices, linking to a character's given circumstances and objectives. Their performances will be engaging for the audience and demonstrate a clear interpretation of the role rather than mimicry.

By using their voice, students will be able to define all of the Stage 1 - 4 vocal skills as well as demonstrating they can annotate their scripts to show when they will use these specific skills to manipulate their characterisation. They will be able to use all of these vocal skills consistently throughout their performance, demonstrating they can build tension towards climax and anti-climax through their use of voice.

By using their movement, students will be able to define both stylised and naturalistic movement techniques including all of the Stage 1 - 4 skills and additionally the use of choreography, unison and choral movement. They should be able to adopt a neutral body for all character development, consciously manipulating their physicality to suit a range of dramatic forms including farce, melodrama and naturalism.