

	CREATING	PERFORMING	EVALUATING
2	<p>I can sometimes work with other people in my class.</p> <p>I can sometimes listen to others' ideas when rehearsing.</p> <p>I can sometimes rehearse a basic drama strategy with my group.</p> <p>I can sometimes contribute ideas about the use of technical equipment in my piece of drama.</p>	<p>I can sometimes take part in a piece of drama and attempt to stay in character the whole way through.</p> <p>I can sometimes try to make my voice heard in performance.</p> <p>I can sometimes try to show what my character is feeling through my facial expressions.</p> <p>I can sometimes face the audience for some of my performance.</p>	<p>I can sometimes say what I liked about a performance.</p> <p>I can sometimes talk about important moments in the drama for the audience.</p> <p>I can sometimes say what I liked about my own piece of drama.</p> <p>I can sometimes say what I liked about others' work.</p>
4	<p>I can work constructively with others without my teacher's help,</p> <p>I can contribute an idea when we are rehearsing.</p> <p>I can make use of basic drama strategies when creating my piece of drama.</p> <p>I can plan for the use of technical equipment in my piece of drama.</p>	<p>I can take part in a piece of drama and stay in character for some of the performance.</p> <p>I can make my voice heard by the audience in performance.</p> <p>I can try to show what my character is feeling through my body language and facial expressions.</p> <p>I can try to set out my piece of drama so that the audience can see the action.</p>	<p>I can use basic drama words when evaluating.</p> <p>I can try to explain the effect the piece of drama has on the audience.</p> <p>I can say what went well when evaluating my own piece of drama.</p> <p>I can say what went well when evaluating others' work.</p>
6	<p>I can work constructively, sensitively and independently with others.</p> <p>I can contribute appropriate and imaginative ideas when rehearsing.</p> <p>I can choose appropriate and imaginative drama strategies when creating my piece of drama.</p> <p>I can choose appropriate and imaginative technical effects when creating my piece of drama.</p>	<p>I can stay in character when performing, even when the piece does not go as planned.</p> <p>I can choose, use and maintain appropriate vocal skills to show my character in performance.</p> <p>I can choose, use and maintain appropriate physical skills to show my character in performance.</p> <p>I can set out my piece of drama appropriately, so that the staging fits in with the intentions of the piece.</p>	<p>I can use a range of drama terminology when evaluating.</p> <p>I can understand and explain how a group tried to make the audience feel.</p> <p>I can suggest areas for improvement when evaluating my own piece of drama.</p> <p>I can suggest areas for improvement, when evaluating others' work.</p>
8	<p>I can work effectively with different people in my class, testing out creative ideas with sensitivity and taking a lead in moving the work forward.</p> <p>I can make use of my own and other's ideas in a positive and imaginative way when rehearsing, asking questions which are significant in the development of the work.</p> <p>I can choose varied, appropriate and imaginative drama strategies, which will effectively communicate our ideas.</p> <p>I can choose varied, appropriate and imaginative technical effects which communicate our meaning and ideas.</p>	<p>I can stay in character when the performance does not go as planned, adapting the piece where necessary and working supportively with other members of the group to allow the performance to move forward.</p> <p>I can use my voice expressively and imaginatively to show a variety of emotions in my performance.</p> <p>I can use my physical skills expressively and imaginatively to show a variety of emotions in my performance.</p> <p>I can experiment imaginatively with different forms of staging which help to convey my dramatic intentions effectively.</p>	<p>I can use a wide range of drama terminology with confidence and understanding when evaluating.</p> <p>I can evaluate how effectively a group engages with and affects the audience, supporting my judgements with clear justification.</p> <p>I can analyse the effectiveness of my own piece of drama and make suggestions about how to improve specific aspects of it.</p> <p>I can analyse the effectiveness of others' pieces of drama, highlighting strengths and making suggestions about how to improve specific elements of the work.</p>

The criteria are applied in relation to the skills and subject matter that are being studied at each point in the Key Stage. You will receive a target grade for your work at the start of the year. This will be your Year End Target grade (YET). Much of your feedback will be based on how you are doing according to your target grade.