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| Unit / topic | Working towards the skills and knowledge needed | Acquiring the skills and knowledge needed | On track with the skills and knowledge needed | Advancing the skills and knowledge needed | Extending the skills and knowledge needed |
| 1. Lila |  |  | Works co-operatively in different groups  Can present a short, clear scene to an audience, starting and ending in a freeze.  Can sustain a role for most of a performance.  Can identify, explain and apply: hot-seating; thought-tracking; thought-projection; still image; conscience alley; subtext.  Is able to give an example of www and ebi others’ work. |  |  |
| 2. Greek Theatre |  |  | Contributes one or more ideas to the rehearsal process.  Can identify different forms of staging: end-on/proscenium arch; in-the-round; traverse; thrust; promenade.  Understands and can apply the theatrical convention of reported action and the function of the Greek chorus.  Learns short script for performance.  Performs text using choral speaking and movement.  Uses specific supporting example within peer assessment.  Researches an element of ancient Greek theatre or culture.  Evaluates own work using www and ebi. |  |  |

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| 1. 3. Ernie’s Incredible Illucinations |  |  | Reads a play and can identify the key characteristics of a script.  Devises drama using a prescribed structure.  Can identify and use: flashback, direct address, slow motion, framing/storytelling device.  Understands tone and style of play and apply to own work.  Uses voice and movement to play a distinct character.  Writes own simple script, using correct layout.  Creates simple sound design for final performace.  Can use supporting examples within self and peer assessments. |  |  |
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| Unit / topic | Developing the skills and knowledge needed | Consolidating the skills and knowledge needed | Securing the skills and knowledge needed |  | Extending the skills and knowledge needed |
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