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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. Kindertransport |  |  | Works sensitively and co-operatively in pairs, small and large groups.  Can read and process historical information and use it to shape the drama.  Is able to develop a character within broadly naturalistic drama.  Can use effectively and with fluency: still image; split scene; hot-seating; thought-tracking; naturalism; stylisation.  Completes research, in-role writing and evaluative tasks in a reflective manner which shows some sensitivity to the subject matter. |  |  |

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| 1. Kindertransport: devising |  |  | Responds to the stimulus material with sensitivity and imagination.  Contributes several ideas to the devising process.  Demonstrates empathy in creation of character and plot/theme.  Uses split-scene, still image,  thought-tracking/monologue within piece.  Performs own piece with commitment.  Self and peer assesses using subject specific language and supporting examples. |  |  |

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| 1. Blood Brothers |  |  | Reads and understands a complete play text.  Researches and presents information on the social, cultural, political and historical context of the play.    Gains an understanding of character, plot, theme and subtext through practical exploration.  Designs mood board.  Demonstrates understanding orally and in writing. |  |  |
| 1. Text in performance |  |  | Explores text and subtext through a range of rehearsal techniques drawing on Stanislavski’s ideas: super-objective; objective; given circumstance; magic if; emotion memory.  Demonstrates understanding of character in performance of text.  Rehearses with focus and energy.  Learns lines.  Considers design elements for performance: lighting; sound; set; costume.  Interacts sensitively with other performers on stage.  Assesses own and others’ work using subject specific language and supporting examples. |  |  |

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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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