

Mid-Year Expectations		End of Year Expectations
Higher Prior Attainer	<b>Creating</b> <ul style="list-style-type: none"> <li>Students can lead, organise and direct themselves and others in a creative manner when working as part of a production team.</li> <li>Students can incorporate a variety of vocal and physical (characterisation) skills in order to create an atmosphere fitting of the scene or characters, using an appropriate theatre style to stage the performance. ·</li> <li>Students can experiment with strategies and mediums to best communicate the style, plot, characters and relationships.</li> <li>Students can experiment with and make informed choices about vocal and physical (Characterisation) skills when creating characters for a devised piece in order to ensure characters communicate meaning about plot, relationships, atmosphere and style.</li> </ul>	<b>Creating</b> <ul style="list-style-type: none"> <li>Students can lead, organise and direct themselves and others in a creative manner and assign roles appropriate to the group's strengths when working as part of a production team.</li> <li>Students can experiment with and make informed choices on a variety of strategies, mediums and elements in their own devised performances in order to communicate meaning about plot, relationships, atmosphere and style.</li> <li>Students can experiment with and make informed choices about vocal and physical (Characterisation) skills when creating characters for a devised piece in order to ensure characters communicate meaning about plot, relationships, atmosphere and style.</li> </ul>
	<b>Performing</b> <ul style="list-style-type: none"> <li>Students can apply a variety of techniques from different styles of theatre in order to communicate an intended meaning to the audience.</li> <li>Students can communicate convincing characters, plot and relationships applying appropriate mediums, physical and vocal skills (Characterisation) including proxemics, eye contact and levels with some creativity so that character's status, contrasts in characters and a sense of tension/climax is communicated to the audience.</li> <li>Students performances create an appropriate atmosphere and engage the audience.</li> <li>Students performances should have creativeness and inventiveness.</li> </ul>	
		<b>Performing</b> <ul style="list-style-type: none"> <li>Students can make effective decisions regarding the appropriate styles of theatre used in order to communicate an intended meaning to the audience and create an appropriate atmosphere for the performance.</li> <li>Students can communicate effective characters, plot and relationships using physical and vocal skills (Characterisation) including proxemics, eye contact and levels so that character's status, contrasts in characters and a sense of tension/climax is communicated to the audience. This should be sustained during the performance.</li> <li>Students can apply a variety of techniques from different styles of theatre in order to communicate an intended meaning to the audience.</li> <li>Students can explain and demonstrates some moments where the audience intention, intended atmosphere and directors' interpretation are communicated.</li> </ul>



Mid-Year Expectations		End of Year Expectations
Higher Prior Attainer	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Students can demonstrate the strategies, mediums and elements associated with Godber's theatre style.</li> <li>Students have knowledge and understanding of the themes, characters and plot of Godber's plays. Including the social, cultural, political, historical context of the play.</li> <li>Students can identify and demonstrate techniques associated with Brecht's style of theatre in particular alienation technique and be able to explain how the following techniques can create this: Gestus, Role Swapping, Not....But, Spass and Narration.</li> <li>Students can describe and explain the main Production Elements used in Brechtian theatre how those in different roles within a theatre company may be responsible for these.</li> </ul> <p><b>Analysis &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Students can analyse the themes, plot, characters, cultural, historical, political and social context of some of Godber's plays.</li> <li>Students can explain, giving clear examples of how they have developed their work and justify why they have made these decisions.</li> <li>Students can research Godber.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Students can explain how the drama strategies, mediums and elements chosen and applied to practical work has been used to communicate tension, climax, atmosphere, plot, relationships, cultural, historical and political context. ·</li> <li>Students can explain what audience intention, intended atmosphere and directors' interpretation means in context to their own performance and link to a style or combination of styles.</li> <li>Students can apply stage instructions such as stage right/left when rehearsing.</li> </ul> <p><b>Analysis &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Students can identify, describe and analyse their own and others' strengths and areas for development within the devised process including the use of strategies, mediums and elements by providing some clear and precise examples that evaluate the effect on the audience.</li> </ul>



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Middle Prior Attainer	<b>Creating</b> <ul style="list-style-type: none"> <li>Students can lead, organise and direct themselves and others when working as part of a production team.</li> <li>Students can research characters and plot and make thoughtful decisions about character objectives and audience reactions and atmosphere.</li> <li>Students can experiment with a variety of vocal and physical (characterisation) skills in order to create an appropriate atmosphere and style.</li> <li>Students can experiment with a variety of strategies and mediums in order to ensure characters communicate meaning about plot and relationships.</li> </ul>	<b>Creating</b> <ul style="list-style-type: none"> <li>Students can lead, organise and direct themselves and others in a creative manner when working as part of a production team.</li> <li>Students can incorporate a variety of vocal and physical (characterisation) skills in order to create an atmosphere fitting of the scene or characters, using an appropriate theatre style to stage the performance.</li> <li>Students can experiment with strategies and mediums to best communicate the style, plot, characters and relationships.</li> </ul>
	<b>Performing</b> <ul style="list-style-type: none"> <li>Students can apply different styles of theatre as part of the creative devising process.</li> <li>Students can communicate with some convincing characters, plot and relationships using mediums, physical and vocal skills (Characterisation) with some creativity including proxemics, eye contact and levels so that character's status, contrasts in characters and a sense of tension/climax is communicated to the audience throughout the performance.</li> <li>Students performances should engage the audience.</li> </ul>	



Mid-Year Expectations		End of Year Expectations
Middle Prior Attainer	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Students can identify, describe and demonstrate the strategies, mediums and elements associated with Godber's theatre style.</li> <li>Students have knowledge and understanding of the themes, characters and plot of Godber's plays. Including the social, cultural, political, historical context of the play.</li> <li>Students can identify and describe techniques associated with Brecht's style of theatre in particular alienation technique and be able to explain how the following techniques can create this: Gestus, Role Swapping, Not....But, Spass and Narration.</li> <li>Students can describe and explain the main Production Elements used in Brechtian theatre how those in different roles within a theatre company may be responsible for these.</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Students can demonstrate the strategies, mediums and elements associated with Godber's theatre style.</li> <li>Students have knowledge and understanding of the themes, characters and plot of Godber's plays. With reference to the social, cultural, political, historical context of the play.</li> <li>Students can demonstrate techniques associated with Brecht's style of theatre in particular alienation technique.</li> <li>Students can describe and explain the main Production Elements used in Brechtian theatre how those in different roles within a theatre company may be responsible for these</li> </ul>
	<b>Analysis &amp; Evaluation</b> <ul style="list-style-type: none"> <li>Students can identify, describes and analyses acting skills and other production elements, strategies and mediums used in their own and others work.</li> <li>Students can analyse the themes, plot, characters, cultural, historical, political and social context of some of Godber's plays.</li> </ul>	<b>Analysis &amp; Evaluation</b> <ul style="list-style-type: none"> <li>Students can explain, giving clear examples of how they have developed their work and justify why they have made these decisions.</li> </ul>



Mid-Year Expectations		End of Year Expectations
Lower Prior Attainer	<b>Creating</b> <ul style="list-style-type: none"> <li>Students can organise and direct themselves and others when working as a team.</li> <li>Students can use a variety of strategies and mediums in their performance work.</li> <li>Students can understand the different genres of theatre</li> </ul>	<b>Creating</b> <ul style="list-style-type: none"> <li>Students can lead, organise and direct themselves and others when working as part of a production team.</li> <li>Students can experiment with a variety of strategies and mediums in order to ensure characters communicate meaning about plot and relationships.</li> <li>Students can communicate the different styles of theatre.</li> </ul>
	<b>Performing</b> <ul style="list-style-type: none"> <li>Students can communicate the different styles of theatre.</li> <li>Students can communicate with some convincing characters, plot and relationships using mediums, physical and vocal skills (Characterisation) so that character's status, contrasts in characters and a sense of tension/climax is communicated to the audience. This may not always be sustained.</li> </ul>	



Mid-Year Expectations		End of Year Expectations
Lower Prior Attainer	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Students can describe some differences between naturalism and non naturalism.</li> <li>Students can describe and explain the main Production Elements used and how these can communicate themes, characters and plot. Including the social, cultural, political, historical context of the play.</li> </ul> <p><b>Analysis &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Students can identify, describe and analyse acting skills and other production elements, strategies and mediums used in their own work.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Students can demonstrate how drama strategies, mediums and elements can be used to communicate tension, climax, atmosphere, plot, relationships, cultural, historical and political context.</li> <li>Students can demonstrate some differences between naturalism and non naturalism.</li> </ul> <p><b>Analysis &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Students can identify, describe and analyse acting skills and other production elements, strategies and mediums used in their own and others work.</li> </ul>

