



SVC Drama Learning Pathway - Year 8



LP	Creating	Rehearsing	Performing	Evaluating	Language
8-9	<p>Will create a range of engaging characters that are well thought through and have depth.</p> <p>Will shape a drama that has a clear structure with an awareness of the effect on audience. Will apply dramatic techniques and devices with effect.</p>	<p>Will lead a small group confidently and sensitively working with a range of different students.</p>	<p>Will be able to perform an interesting range of characters using voice, gesture, movement and language appropriate to the role. The performance is sustained.</p>	<p>Knows how choices are going to impact on the audience and make perceptive comments on social, historical and cultural elements of the drama.</p>	<p>Subject specific language will be embedded within all of their work with fully accurate spelling, punctuation and grammar.</p>
6-7	<p>Will create a range of believable characters that are well thought through.</p> <p>Will shape a drama that has a good range of techniques and devices applied effectively.</p>	<p>Will confidently organise and direct their group.</p>	<p>Will confidently take risks in performing a range of different characters with conviction.</p>	<p>Can see how to improve on their own work and that of others' with thoughtful and constructive feedback.</p>	<p>Subject specific vocabulary is apparent. Text is legible and meaning is communicated clearly.</p>
4-5	<p>Will create believable characters.</p> <p>Will shape a drama that has some techniques and devices applied effectively.</p>	<p>An effective team player who contributes appropriate ideas to their group.</p>	<p>Will perform convincing characters through use of clear and appropriate voice, gesture and body language.</p>	<p>Can make suggestions to improve the drama and successfully act upon advice given from others.</p>	<p>Subject specific vocabulary is used most of the time. Meaning is communicated in part.</p>
2-3	<p>Will create appropriate characters that are fit for purpose.</p> <p>Will understand structure in terms of beginning, middle and end.</p>	<p>Can suggest some simple ideas to the group.</p>	<p>There is evidence of character being played through use of simple dialogue, gesture and body language.</p>	<p>Can justify why they like and don't like about a performance in simple terms.</p>	<p>There is some subject specific language. Text is sometimes illegible with mistakes in spelling, punctuation and grammar.</p>
0-1	<p>With support can make some decisions about their character.</p> <p>Will understand the importance of the start and the end point.</p>	<p>Can follow instructions given by others in a group.</p>	<p>Characters are functional or appropriate.</p>	<p>Pupil can say what is good or bad about a performance.</p>	<p>There is little or no use of subject specific language. Text is often illegible with many mistakes.</p>