

| Year 7 Drama | Emerging | Developing | Secure | Mastery |
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| Creating | <p>I use drama devices only when directly instructed and prefer to follow others rather than lead.</p> <p>I tend to work with friends and struggle to stay focused during rehearsals, occasionally distracting others rather than contributing effectively.</p> | <p>I can use one or two drama devices with some creativity and follow direction from others, adding occasional ideas.</p> <p>I work collaboratively by sharing and listening to ideas but may still become distracted during rehearsal time.</p> | <p>I confidently and creatively use different drama devices and contribute constructively to group work, sharing ideas relevant to the performance.</p> <p>I rehearse responsibly and work collaboratively, although I may sometimes lose focus.</p> | <p>I confidently combine a wide range of drama devices with creativity and show leadership when working in a group.</p> <p>I use rehearsal time productively and collaborate effectively by listening and sharing ideas consistently.</p> |
| Performing | <p>I rarely use voice or movement effectively to portray a character and struggle to stay in role, often becoming distracted.</p> <p>My use of language is limited, and my performances show minimal creativity and clarity.</p> | <p>I use basic vocal and physical skills and can stay in character for part of the performance, though I may lose focus.</p> <p>I attempt to interpret the role but with limited clarity, and my performances show some creativity and appropriate language choices.</p> | <p>I use vocal and physical skills with some detail to create characters that differ from myself.</p> <p>I maintain character for most of the performance, with some minor errors, and demonstrate organisation and awareness of performance responsibilities, using language appropriately for character and context.</p> | <p>I use vocal and physical skills confidently and purposefully to portray characters with originality, staying fully in character throughout.</p> <p>I clearly interpret and present the play to an audience with strong organisation and responsibility, selecting language suitable for character, time, and situation.</p> |

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| Analysing & evaluating | <p>I find evaluation difficult without support and make limited attempts to comment on what went well and how to improve.</p> <p>My written work is mostly descriptive with minimal use of drama terminology, and homework often lacks effort and is rarely submitted on time.</p> | <p>I usually need help to evaluate work but make attempts to describe what went well and what could improve. Written evaluations are brief with growing self-awareness.</p> <p>I show basic knowledge of drama techniques, and homework shows some effort but may not always be handed in on time.</p> | <p>I evaluate my own and others' work with some detail, clearly identifying strengths and areas for improvement. My written evaluations demonstrate good understanding of drama techniques.</p> <p>I submit homework on time with consistent effort and use subject-specific vocabulary appropriately.</p> | <p>I carry out in-depth evaluations independently, confidently identifying strengths and areas for improvement using subject-specific language.</p> <p>I demonstrate excellent understanding of drama techniques, produce detailed written evaluations, submit homework on time with high effort, and reflect consistently on how to improve.</p> |
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