

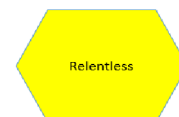
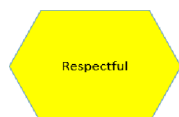


*Our Vision:
To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

KEY STAGE 3 – WORKING AT - DRAMA

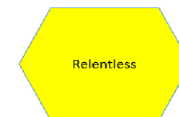
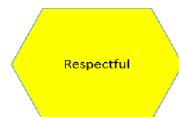
Subject	Working Towards	Working At	Working Beyond
Drama Y7	Students achieve many but not all aspects of the Working At criteria	<p><u>Creating</u></p> <ul style="list-style-type: none"> ● Students can contribute ideas when developing work. ● Students work positively with a group and on their own to create a performance. ● Students have an emerging ability to be able to lead in the creation of work, with support. ● Student's core skills are met for working towards, but they still require support to develop independence and confidence in applying them in order to achieve WB. <p><u>Performing</u></p> <ul style="list-style-type: none"> ● Students demonstrate an emerging awareness of the audience. ● Students demonstrate an emerging range of characterisation skills and drama techniques used in performance. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> ● Students show an emerging ability to give accurate feedback using key terminology when analysing and evaluating their own work, and that of their peers 	Students consistently meet the criteria for working at the expected level, demonstrating a strong grasp of key concepts with examples that reflect depth and understanding





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Drama Y8	Students achieve many but not all aspects of the Working At criteria	<p><u>Creating</u></p> <ul style="list-style-type: none">● Students can contribute creative ideas when developing work.● Students can work positively within a group and on their own to create a performance.● Students demonstrate an increasing ability to be able to lead in the creation of work, with some support.● Student's core skills are met for working towards, but they still require support to develop independence and confidence in applying them in order to achieve WB. <p><u>Performing</u></p> <ul style="list-style-type: none">● Students demonstrate an increasing awareness of the audience ● Students demonstrate an increasing range of characterisation skills and drama techniques used in performance. <p><u>Evaluating</u></p> <ul style="list-style-type: none">● Students demonstrate an increasing ability to give accurate feedback using key terminology when analysing and evaluating their own work, and that of their peers.	Students consistently meet the criteria for working at the expected level, demonstrating a strong grasp of key concepts with examples that reflect depth and understanding.
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Drama Y9	Students achieve many but not all aspects of the Working At criteria	<p><u>Creating</u></p> <ul style="list-style-type: none">● Students contribute highly creative ideas when developing work.● Students work positively within a group and on their own to create a performance.● Students have confidence and a secure ability to be able to lead in the creation of work, with little support.● The student's core skills are met for working at the expected level, but they benefit from support to refine and apply them consistently● Student's core skills are met for working towards, but they still require support to develop independence and confidence in applying them in order to achieve WB. <p><u>Performing</u></p> <ul style="list-style-type: none">● Students demonstrate a deeper awareness of the audience. ● Students demonstrate a wide range of characterisation skills and drama techniques used in performance. <p><u>Evaluating</u></p> <ul style="list-style-type: none">● Students demonstrate a deeper level of understanding to be able to give accurate feedback using key terminology when analysing and evaluating their own work, and that of their peers.	Students consistently meet the criteria for working at the expected level, demonstrating a strong grasp of key concepts with examples that reflect depth and understanding
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