

## Implementation - Skills

	Create	Perform	Respond	Co-operate
<b>Year 1</b>	Create a simple play scenario in role. Use costume, puppets, and props for character building.	Perform in a whole class or small group drama when led by a teacher.	Demonstrate a basic understanding of characters and universal themes within stories.	Take turns during drama games when guided by the teacher.
<b>Year 2</b>	Sustain a simple play scenario in role. Use costume, puppets, and props appropriately for creating a role.	Explore and perform roles appropriate to a given story scenario.	Reflect on the action as it progresses. Share insights gained while experiencing the drama.	Communicate and co-operate with others in helping to shape the drama.
<b>Year 3</b>	Use role play to sustain characters which are appropriate to the given scenario.	Present a story using different forms of drama techniques modelled by a teacher. For example, freeze frames and role play.	Use reflection on and evaluation of a particular dramatic action to create possible alternative courses for the action.	Communicate and co-operate with others in helping to shape the drama when in and out of role
<b>Year 4</b>	Use role play to create and develop a character that adds to a given scenario.	Present their own stories using more than one form of drama – puppets, using a narrator, etc.	Draw conclusions about life and people based on a piece of drama.	Explain how others can help shape a piece of drama by sharing ideas and then choosing the most appropriate idea. For example, by deciding which idea creates the most tension in the scene or which idea is the funniest.
<b>Year 5</b>	Respond to a brief that has been decided on by either the teacher, the group or himself/herself.	Perform drama that demonstrates a good understanding of the stimulus.	Reflect on a particular dramatic action and create alternative outcomes based on life patterns and issues being examined.	Explain the role of a supportive audience.
<b>Year 6</b>	Accept and maintain a brief that has been decided on by either the teacher, the group or himself/herself. Stay in role throughout.	Perform from a script while being able to adapt to different genres.	Reflect on a particular dramatic action and create alternative outcomes based on life patterns and issues being examined and justify their reasoning.	Act as a supportive member of group, contributing and collaborating by taking turns.
<b>Year 7</b>	Use basic drama techniques modelled by the teacher to create a scene independently. For example, role play and hot seating.	Present a short and clear performance for an audience using different drama techniques. For example, thought tracking and narration. Control voice (i.e. pitch volume).  Show basic emotion using body language and facial expressions.	Analyse and evaluate a performance they have seen.	Be a supportive and respectful audience.  Take it in turns to lead a group.
<b>Year 8</b>	Use a variety of drama techniques to create a scene and be able to make suggestions that improve the drama. For example, cross cutting and marking the moment.	Present a short and clear performance for an audience using different drama techniques, scripts and genres. For example, Shakespeare and melodrama.  Perform different characters using voice and movement.  Ensure they can always be seen and heard during a performance.	Analyse and evaluate their own performance and those of others by using the appropriate language and key words.	Encourage others to perform with positive comments and work well with pupils with different current abilities
<b>Year 9</b>	Choose appropriate drama techniques to create a specific style or genre.	Present a short and clear performance for an audience using physical theatre, Epic theatre, and naturalistic theatre.	Analyse and evaluate a piece of drama and discuss the way ideas are presented and what performance skills were used.	Act as a mature audience and react appropriately.
<b>Year 10</b>	Respond to a stimulus and choose an appropriate theatre style to create, develop and refine work.	Perform a variety of characters demonstrating a consistent and clear ability to combine vocal and physical skills.  Perform an engaging character throughout that shows a range of emotions such as anger, joy, fear, and embarrassment.	Analyse and evaluate a performance using research and the correct terminology.	Work collaboratively with performer and design candidates.
<b>Year 11</b>	Create, develop and refine ideas to communicate meaning.  Create a drama that considers an appropriate use of style, genre, form and language.	Perform a variety of characters demonstrating a consistent and clear ability to combine vocal and physical skills.  Perform an engaging character throughout that shows a complex range of emotions such as shame, remorse, nostalgia and compassion.	Analyse and evaluate a performance using reasoned arguments and appropriate drama terminology.	Demonstrate secure engagement with the process of collaboration.  Work with effectively with a range of pupils.