

UC -Understanding Context = How does drama fit into our lives? How is it used in different cultures throughout history? What is its part in history?

DK - Developing Practical Knowledge = What makes a good performance? Exploring how to communicate through drama.

DI - Developing Ideas = Creating and retelling our own and others stories. Blending the ideas of UC and DK to communicate.

CI - Communication and Interpretation = Performing and discussing ideas and what is shared.

LEVEL	Emerging/Basic/Achieved	Developed/Proficient/Merit	Skilled/Advanced/Excellence
<p><b>ONE</b></p> <p><b>Yr</b> <b>1 - 3</b></p>	<p><b>(UC)</b>Becoming aware that drama can help tell stories.</p> <p><b>(DK)</b>With support can identify characters, emotions, situations and events.</p> <p><b>(DI)</b>With support can act out personal, everyday experiences.</p> <p><b>(CI)</b>Attempts to talk about what happened in their own or others' drama.</p>	<p>Aware that drama can tell stories from the world around them.</p> <p>Beginning to understand the drama elements of role, focus, action, tension, time and space, within a context.</p> <p>Beginning to use personal experiences and imagination to contribute ideas for the development of a drama..</p> <p>Can talk about aspects of what happened in their own or others' drama.</p>	<p>Recognises that drama tells stories from the world around them.</p> <p>Recognises the drama elements of role, focus, action, tension, time and space, within a context.</p> <p>Uses personal experiences and imagination to contribute ideas for the development of a drama.</p> <p>Can talk about what happened in their own or others' drama.</p>
<p><b>TWO</b></p> <p><b>Yr</b> <b>3 - 5</b></p>	<p><b>(UC)</b>Beginning to understand that drama can help explain specific ideas and themes.</p> <p><b>(DK)</b>Beginning to identify and use the drama elements when developing an idea for a drama.</p> <p><b>(DI)</b>Beginning to use personal experiences and imagination to develop ideas in drama.</p> <p><b>(CI)</b>Beginning to respond to their own and others' drama identifying elements.</p> <p>Students starting to use drama terminology</p>	<p>Aware that drama can help explain specific ideas and themes.</p> <p>Identify and uses the drama elements when developing an idea for a drama.</p> <p>Uses personal experiences and imagination to develop and sustain ideas in drama.</p> <p>Responds to their own and others' drama identifying elements.Beginning to use correct drama terminology.</p>	<p>Understands that drama can help explain specific ideas and themes.</p> <p>Identify, uses and links the drama elements when developing an idea for a drama.</p> <p>Aware of their use of personal experiences and imagination to develop and sustain ideas in drama.</p> <p>Responds to their own and others' drama identifying elements.Using correct drama terminology.</p>

<p><b>THREE</b></p> <p><b>Yr</b> <b>5 - 7</b></p>	<p><b>(UC)</b>Beginning to understand that drama is used by many cultures throughout history.</p> <p><b>(DK)</b>Beginning to develop an understanding of techniques and technologies; exploring how they connect with elements and conventions.</p> <p><b>(DI)</b>Beginning to share and combine ideas to develop a drama.</p> <p><b>(CI)</b>Beginning to respond to their own and others' drama, attempting to identify the elements, techniques, conventions and technologies used.</p>	<p>Aware that drama is used by many cultures throughout history.</p> <p>Shows some understanding of techniques and technologies; exploring how they connect with elements and conventions.</p> <p>Willingly shares and combines others' ideas to develop a drama.</p> <p>Responds to their own and others' drama, attempting to identify and reflect on how the elements, techniques, conventions and technologies used.</p>	<p>Understands that drama is used by many cultures throughout history.</p> <p>Shows an understanding of techniques and technologies; understands how they connect with elements and conventions.</p> <p>Willingly shares and combines ideas to develop a drama; often initiates the ideas.</p> <p>Responds to their own and others' drama; identifying and reflecting on how the elements, techniques, conventions and technologies have been combined.</p>
<p><b>FOUR</b></p> <p><b>Yr</b> <b>7 - 9</b></p>	<p><b>(UC)</b>With guidance explores how dramatic ideas and technologies are and can be used in drama, history and culture.</p> <p><b>(DK)</b>Starting to identify and use drama elements and conventions to refine ideas to structure a coherent performance Starting to identify and use drama technologies to develop a drama.</p> <p><b>(DI)</b>Beginning to select and use techniques to develop a drama/character.</p> <p><b>(CI)</b>Sometimes reluctant to give, initiate and/or accept ideas to retell a story, or develop one from stimuli.</p> <p><b>(CI)</b>Beginning to respond to one's own and others' drama, attempting to use drama terminology.</p>	<p>Explores how dramatic ideas and technologies are and can be used in drama, history and culture</p> <p>Identifying and using drama elements and conventions to structure a coherent performance. Identifying and using drama technologies to develop a drama.</p> <p>Selecting and using techniques to develop a drama/character.</p> <p>Will initiate and accept ideas to retell a story, or develop one from stimuli.</p> <p>Respond to your own and others' drama, using correct terminology.</p>	<p>Confidently explores how dramatic ideas and technologies are and can be used in drama, history and culture.</p> <p>Identifying and using drama elements and conventions to refine ideas to structure a coherent performance. Selecting and using drama technologies to develop a drama.</p> <p>Selecting and using techniques to develop and refine a drama/character.</p> <p>Will initiate and accept ideas to retell a story, or develop one from stimuli.Often able to blend ideas together.</p> <p>Responds and reflects on one's own and others' drama, using correct terminology.</p>

<p><b>FIVE</b></p> <p><b>Yr</b></p> <p><b>9 - 10</b></p>	<p><b>(UC)</b>Attempts to understand and compare the use of dramatic ideas and technologies from a range of context.</p> <p><b>(DK)</b>Beginning to select and use conventions and technologies, to structure a drama for a given purpose.</p> <p><b>(DI)</b>Beginning to select and use techniques to develop a drama/character, for a given purpose.</p> <p><b>(CI)</b>Beginning to share, accept and select ideas to develop a drama for a given purpose.</p> <p>Beginning to respond and reflect on their own and others' drama, attempting to justify the use and combining of elements, techniques, conventions and technologies.</p>	<p>Starting to understand and compare the use of dramatic ideas and technologies from a range of context.</p> <p>Selects and uses conventions and technologies, to structure a drama for a given purpose.</p> <p>Selecting and using techniques to develop a drama/character, for a given purpose.</p> <p>Will share, accept and select ideas to develop a drama for a given purpose.</p> <p>Responds and reflects on their own and others' drama, attempting to justify the use and combining of elements, techniques, conventions and technologies.</p>	<p>Understands and compares the use of dramatic ideas and technologies from a range of context.</p> <p>Selects and uses conventions and technologies, to structure and refine a drama for a given purpose.</p> <p>Selecting and using techniques to develop and refine a drama/character, for a given purpose.</p> <p>Shares, accepts and selects ideas to develop and refine a drama for a given purpose.</p> <p>Insightfully responds and reflects on their own and others' drama, attempting to justify the use and combining of elements, techniques, conventions and technologies.</p>
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