

AUTUMN TERM – CHOICES

KEY TERMINOLOGY:

**TONE OF VOICE – CLEAR STRUCTURE – CHARACTERISATION –
NATURALISM – EYE CONTACT**

<u>Skill</u>	Communication with other performers and audience on stage through explorative strategies.	Understanding and exploring a theme, issue or topic through verbal discussion	Work collaboratively with other group members. Take advice, guidance and direction from peers and teacher.	Groups will prepare performance outline. Groups will rehearse performance successfully exploring specific explorative strategies.
Developing	I use no tone of voice. I show no developed character. I make no eye contact.	I discuss other performers work using basic drama vocabulary.	I give minimum support and creativity to enhance my work.	I offer some suggestions when devising drama. I work well with students I know. I let other student's suggest ideas.
	I use a clear tone of voice. I make some eye contact. My character is believable.	I use the correct drama vocabulary. I discuss the difference between my work and that of another. I explore the character of Michael with a good level of naturalism.	I work with a variety of people and offer suggestions. I use different explorative strategies for different scenarios.	I suggest some creative and imaginative ideas. I listen and take on other student's ideas. I develop other student's suggestions.
Secure	I change my tone throughout the scene to show meaning. My character is developed and believable. I make consistent eye –contact.	I discuss how characters have been portrayed in other student's performances I use correct vocabulary with confidence. I role-play Michael exploring the choices he takes and the outcomes they may lead to. I use a range of tone to show how he does debate the choices he has. Using other characters around him to evoke some empathy for him such as his mother.	I listen to my groups ideas and help develop them for the practical task. I improvise to encourage creative ideas. The group and I improvise a range of outcomes from the set task- looking particularly at the ways in which we role play his mother and absent father.	I work very well within any group. I generate creative ideas; develop other student's ideas with enthusiasm I can take on a directorial role. I discuss ideas with my group and also benefit from supporting and guiding other groups when they are rehearsing. I also allow other students to take on the main role- as Michael is a product of everyone else that we explore.
Extension	I play around with the structure of the scene. I add other dramatic techniques to add further meaning to the scene.	I use correct terminology to describe my work and other student's work. I analyse how ideas were communicated to the audience.	I create performances for different audiences and different purposes, exploring practically through a range of explorative strategies.	I work positively with anyone in my group. I can take on a directorial role and will motivate my group with creative ideas.

