

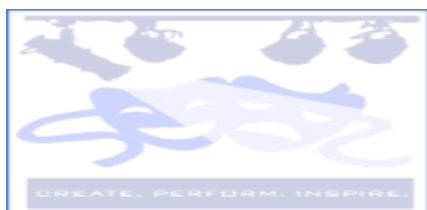
CRHS Drama: Year 7

'Creating' Assessment



Focus area		<i>Emerging – a student who has emerging skills in the Y7 Drama curriculum will be able to:</i>	<i>Developing – a student who has developing skills in the Y7 Drama curriculum will be able to:</i>	<i>Secure – a student who has secure skills in the Y7 Drama curriculum will be able to:</i>	<i>Mastered – a student who has mastered the skills in the Y7 Drama curriculum will be able to:</i>
Topic Specific Skills	Intro to Drama (Autumn)	<ul style="list-style-type: none"> - Create basic tableau(x), melting tableaux, thought track, mime. - Know about and use transitions between scenes. - Create a character. 	<ul style="list-style-type: none"> - Create competent tableau(x), melting tableaux, thought track, mime. - Know about and create competent transitions between scenes. - Create a character different to themselves. 	<ul style="list-style-type: none"> - Create effective tableau(x), melting tableaux, thought track, mime. - Know about and create effective transitions between scenes. - Create an effective character different to themselves and sustain this role. 	<ul style="list-style-type: none"> - Create highly effective tableau(x), melting tableaux, thought track, mime. - Know about and create highly effective transitions between scenes. - Create a highly effective character different to themselves and sustain this role.
	Process Theatre (Spring)	<ul style="list-style-type: none"> - Contribute basic ideas to improvisations. - Sometimes respond to Teacher in Role. - Create a character. - Stay in role during some of the improvisations. - Take on some roles. 	<ul style="list-style-type: none"> - Contribute ideas to improvisations. - Respond to Teacher in Role. - Create a character different to themselves. - Stay in role during most of the improvisations. - Take on various roles. 	<ul style="list-style-type: none"> - Contribute effective ideas to improvisations. - Respond to Teacher in Role with confidence. - Create an effective character different to themselves and sustain this role. - Stay in role during all of the improvisations. - Take on various roles effectively. 	<ul style="list-style-type: none"> - Contribute highly effective ideas to improvisations. - Respond to Teacher in Role with command. - Create a highly effective character different to themselves and sustain this role. - Stay in role and command the audience during all of the improvisations. - Take on various roles in a highly effective and sensitive manner.
	Performing to Camera (Summer)	<ul style="list-style-type: none"> - Contribute basic ideas to a storyboard. - Have some contribution to final video. - Take on some roles. - Edit some ideas for video. 	<ul style="list-style-type: none"> - Contribute competent ideas to a storyboard. - Have a competent contribution to final video. - Take on various roles. - Edit ideas for video. 	<ul style="list-style-type: none"> - Contribute effective ideas to a storyboard. - Have a confident contribution to final video. - Take on various roles effectively. - Effectively edit ideas for video. 	<ul style="list-style-type: none"> - Contribute highly effective ideas to a storyboard. - Have a highly effective and lead role in the final video. - Take on various roles in a highly effective and sensitive manner. - Highly effectively edit ideas for video.
Academic Skills in 'Creating Assessments'		<ul style="list-style-type: none"> - Offer basic ideas to the team. - Work with some quality. - Sometimes respond to feedback. - Create some staging ideas. - Sometimes evaluate work and 'Take 2'. 	<ul style="list-style-type: none"> - Offer competent ideas to the team. - Work with quality. - Respond to feedback. - Create competent staging ideas. - Evaluate work and 'Take 2'. 	<ul style="list-style-type: none"> - Offer effective ideas to the team. - Create effective ideas. - Respond to feedback effectively. - Create confident and effective staging ideas. - Effectively evaluate work and 'Take 2'. 	<ul style="list-style-type: none"> - Offer highly effective ideas to the team. - Create highly effective ideas. - Respond to feedback in a highly effective and positive manner. - Create commanding and highly effective staging ideas. - Highly effectively evaluate work and 'Take 2'.
Personal Skills in 'Creating Assessments'		<ul style="list-style-type: none"> - Have some confidence within a team. - Be ready to work with prompting. 	<ul style="list-style-type: none"> - Have confidence within a team most of the time. - Be ready to work. 	<ul style="list-style-type: none"> - Have confidence within a team. - Be ready to work effectively. 	<ul style="list-style-type: none"> - Have command and confidence within a team. - Be ready to work to a highly effective level.

	<ul style="list-style-type: none"> - Show some respect to their peers' learning/ ideas. - Listen to others sometimes. - Contribute to the team sometimes. 	<ul style="list-style-type: none"> - Show respect to their peers' learning/ ideas most of the time. - Listen to others most of the time. - Contribute to the team most of the time. 	<ul style="list-style-type: none"> - Show respect to their peers' learning/ ideas, applying ideas from all people into work. - Listen to others effectively. - Contribute fully to the team. 	<ul style="list-style-type: none"> - Show respect to their peers' learning/ ideas, applying ideas from all people into work to create highly effective work. - Listen to others in a highly effective manner. - Contribute and lead the team.
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CRHS Drama: Year 7 'Performing' Assessment

Focus area	Emerging – a student who has emerging skills in the Y7 Drama curriculum will be able to:	Developing – a student who has developing skills in the Y7 Drama curriculum will be able to:	Secure – a student who has secure skills in the Y7 Drama curriculum will be able to:	Mastered – a student who has mastered the skills in the Y7 Drama curriculum will be able to:
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Topic Specific Skills	Physical Theatre (Autumn)	<ul style="list-style-type: none"> - Create a basic soundscape. - Use some basic Greek Chorus technique. - Perform as part of an ensemble to a basic standard. - Use basic physical theatre skills - body as prop, levels, gestures etc. 	<ul style="list-style-type: none"> - Create a competent soundscape. - Competently use Greek Chorus technique. - Perform as part of an ensemble to a fair standard. - Use competent physical theatre skills - body as prop, levels, gestures etc. 	<ul style="list-style-type: none"> - Create an effective soundscape. - Confidently use Greek Chorus technique. - Perform as part of an ensemble to an effective standard. - Confident use of physical theatre skills - body as prop, levels, gestures etc. 	<ul style="list-style-type: none"> - Create a highly effective soundscape. - Commanding use of Greek Chorus technique. - Perform as part of an ensemble to a highly effective standard. - Commanding use of physical theatre skills - body as prop, levels, gestures etc.
	Scripted Performance (Spring)	<ul style="list-style-type: none"> - Create a basic role on the wall. - Add some appropriate ideas to the script. - Experiment with a range of scripts to a basic standard. 	<ul style="list-style-type: none"> - Create a competent role on the wall. - Add mostly appropriate ideas to the script. - Experiment with a range of scripts to a competent standard. 	<ul style="list-style-type: none"> - Create an effective role on the wall. - Add effective ideas to the script. - Experiment with a range of scripts with confidence. 	<ul style="list-style-type: none"> - Create a highly effective role on the wall. - Add highly effective ideas to the script. - Experiment with a range of scripts with command.
Academic Skills in 'Performing Assessments'	<ul style="list-style-type: none"> - Create a basic character. - Sometimes create engaging and interesting work. - Use basic vocal and physical expression to create impact. - Interact with others in role sometimes. - Use basic performance space and staging tools. - Learn some lines/movement. 	<ul style="list-style-type: none"> - Create a believable character. - Create engaging and interesting work most of the time. - Use competent vocal and physical expression to create impact. - Interact with others in role most of the time. - Use competent performance space and staging tools. - Learn most lines/movement. 	<ul style="list-style-type: none"> - Create a believable character different to themselves with confidence. - Create effective, engaging and interesting work. - Use confident vocal and physical expression to create impact. - Interact with others in role throughout the performance. - Use effective performance space and staging tools. - Learn all lines/movement. 	<ul style="list-style-type: none"> - Create a highly effective and believable character different to themselves. - Create highly effective, engaging and interesting work. - Use highly effective vocal and physical expression to create impact. - Interact sensitively with others in role with throughout the performance. - Use highly effective performance space and staging tools. - Learn all lines/movement with strong command. 	
Personal Skills in 'Performing Assessments'	<ul style="list-style-type: none"> - Perform with some confidence. - Stay in role for some of the performance. - Contribute to the performance sometimes. - Sometimes ready to perform. - Respect their peers when performing/ as an audience member with prompting. 	<ul style="list-style-type: none"> - Perform with confidence most of the time. - Stay in role for most of the performance. - Contribute to the performance most of the time. - Mostly ready to perform. - Respect their peers when performing/ as an audience member without prompting. 	<ul style="list-style-type: none"> - Perform with confidence. - Stay in role for the whole performance. - Confidently contribute to the performance. - Ready to perform with confidence. - Respect their peers when performing/ as an audience member with consideration. 	<ul style="list-style-type: none"> - Perform with command. - Stay in role for the whole performance to a highly effective standard. - Make a commanding contribution towards the performance. - Ready to perform to a highly effective standard. - Respect their peers when performing/ as an audience member with sensitivity. 	

CRHS Drama: Year 8

'Creating' Assessment



Focus area		<i>Emerging – a student who has emerging skills in the Y8 Drama curriculum will be able to:</i>	<i>Developing – a student who has developing skills in the Y8 Drama curriculum will be able to:</i>	<i>Secure – a student who has secure skills in the Y8 Drama curriculum will be able to:</i>	<i>Mastered – a student who has mastered the skills in the Y8 Drama curriculum will be able to:</i>
Topic Specific Skills	Forum Theatre (Autumn)	<ul style="list-style-type: none"> - Have competency with improvisation tasks. - Provide competent solutions to workshop scenarios. - Consider consequences to scenarios/issues explored when prompted. 	<ul style="list-style-type: none"> - Have confidence with improvisation tasks. - Provide effective solutions to workshop scenarios. - Effectively consider consequences to scenarios/issues explored. 	<ul style="list-style-type: none"> - Have confidence and show command with improvisation tasks. - Provide highly effective solutions to workshop scenarios. - Consider consequences to scenarios/issues explored to a highly effective level. 	<ul style="list-style-type: none"> - Have sophisticated command over improvisation tasks. - Provide original solutions to workshop scenarios. - Consider sophisticated consequences and actions to scenarios/issues explored.
	Tension (Spring)	<ul style="list-style-type: none"> - Apply mostly appropriate choices to create tension. - Experiment with starting points to a competent standard. - Create written work and annotation of script to a competent standard. - Experiment with stage types. 	<ul style="list-style-type: none"> - Apply effective choices to create tension. - Experiment with starting points with confidence. - Create written work and annotation of script to an effective standard. - Experiment with stage types to an effective standard. 	<ul style="list-style-type: none"> - Apply highly effective choices to create tension. - Experiment with starting points with confidence and command. - Create written work and annotation of script to a highly effective standard. - Experiment with stage types to a highly effective standard. 	<ul style="list-style-type: none"> - Apply sophisticated choices to create tension. - Experiment with starting points with originality. - Create written work and annotation of script to a sophisticated level. - Experiment with stage types with creativity.
	Gangs (Summer)	<ul style="list-style-type: none"> - Participate fully in workshops.- Create competent work in response to workshops on: Haka, Jets and Sharks and Stage Fighting. - Create competent devising work. 	<ul style="list-style-type: none"> - Participate confidently in workshops. - Create effective work in response to workshops on: Haka, Jets and Sharks and Stage Fighting. - Create effective devising work. 	<ul style="list-style-type: none"> - Participate confidently in all workshops. - Create highly effective work in response to workshops on: Haka, Jets and Sharks and Stage Fighting. - Create highly effective devising work. 	<ul style="list-style-type: none"> - Participate extremely confidently in all workshops. - Create highly effective and sophisticated work in response to workshops on: Haka, Jets and Sharks and Stage Fighting. - Create sophisticated and highly original devising work.
Academic Skills in 'Creating Assessments'		<ul style="list-style-type: none"> - Offer competent ideas to the team. - Work with quality. - Respond to feedback. - Create competent staging ideas. - Evaluate work and 'Take 2'. 	<ul style="list-style-type: none"> - Offer effective ideas to the team. - Create effective ideas. - Respond to feedback effectively. - Create confident and effective staging ideas. - Make effective evaluations and 'Take 2'. 	<ul style="list-style-type: none"> - Offer highly effective ideas to the team. - Create highly effective ideas. - Respond to feedback in a highly effective and positive manner. - Create commanding and highly effective staging ideas. - Make highly effective evaluations and 'Take 2'. 	<ul style="list-style-type: none"> - Offer original ideas to the team. - Create original ideas. - Respond to feedback in a highly effective and positive manner. - Create sophisticated staging ideas. - Make sophisticated and considered evaluations and 'Take 2'.

<p>Personal Skills in 'Creating Assessments'</p>	<ul style="list-style-type: none"> - Have confidence within a team most of the time. - Be ready to work. - Show respect to their peers' learning/ ideas most of the time. - Listen to others most of the time. - Contribute to the team most of the time. 	<ul style="list-style-type: none"> - Have confidence within a team. - Be ready to work effectively. - Show respect to their peers' learning/ ideas, applying ideas from all people into work. - Listen to others effectively. - Contribute fully to the team. 	<ul style="list-style-type: none"> - Have command and confidence within a team. - Be ready to work to a highly effective level. - Show respect to their peers' learning/ ideas, applying ideas from all people into work to create highly effective work. - Listen to others in a highly effective manner. - Contribute and lead the team. 	<ul style="list-style-type: none"> - Have discipline and confidence within a team. - Be ready to work to a sophisticated level. - Show respect to their peers' learning/ ideas, applying ideas from all people into work to create original work. - Listen to others in a considered and sensitive manner. - Contribute and lead the team to a strong and sophisticated manner.
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CRHS Drama: Year 8 'Performing' Assessment

Focus area		Emerging – a student who has emerging skills in the Y8 Drama curriculum will be able to:	Developing – a student who has developing skills in the Y8 Drama curriculum will be able to:	Secure – a student who has secure skills in the Y8 Drama curriculum will be able to:	Mastered – a student who has mastered the skills in the Y8 Drama curriculum will be able to:
Topic Specific Skills	Playwriting (Autumn)	<ul style="list-style-type: none"> - Contribute to the scriptwriting process most of the time. - Develop competent ideas for the script. - Create competent adaptations to traditional stories. 	<ul style="list-style-type: none"> - Contribute confidently to the scriptwriting process. - Develop effective ideas for the script. - Create effective adaptations to traditional stories. 	<ul style="list-style-type: none"> - Contribute fully to the scriptwriting process, commanding and leading the process at times. - Develop highly effective ideas for the script. - Create highly effective adaptations to traditional stories. 	<ul style="list-style-type: none"> - Contribute fully to the scriptwriting process, showing sophisticated teamwork and leadership at times. - Develop original ideas for the script. - Create original adaptations to traditional stories.
	Naturalism (Spring)	<ul style="list-style-type: none"> - Demonstrate competent character understanding. - Show competent character development. - Analyse units and objectives in a script to a competent standard. 	<ul style="list-style-type: none"> - Demonstrate effective character understanding. - Show effective character development. - Analyse units and objectives in a script with confidence. 	<ul style="list-style-type: none"> - Demonstrate highly effective character understanding. - Show highly effective character development. - Analyse units and objectives in a script with command over the text. 	<ul style="list-style-type: none"> - Demonstrate sophisticated character understanding. - Show original and highly relevant character development. - Analyse units and objectives in a script with sophistication.
Academic Skills in ‘Performing Assessments’		<ul style="list-style-type: none"> - Create a believable character. - Create engaging and interesting work most of the time. - Use competent vocal and physical expression to create impact. - Interact with others in role most of the time. - Use competent performance space and staging tools. - Learn most lines/movement. 	<ul style="list-style-type: none"> - Create a believable character different to themselves with confidence. - Create effective, engaging and interesting work. - Use confident vocal and physical expression to create impact. - Interact with others in role throughout the performance. - Use effective performance space and staging tools. - Learn all lines/movement. 	<ul style="list-style-type: none"> - Create a highly effective and believable character different to themselves. - Create highly effective, engaging and interesting work. - Use highly effective vocal and physical expression to create impact. - Interact sensitively with others throughout the performance. - Use highly effective performance space and staging tools. - Learn all lines/movement with strong command. 	<ul style="list-style-type: none"> - Create an original and believable character different to themselves. - Create sophisticated, engaging and interesting work. - Use sophisticated and varied vocal and physical expression to create impact. - Interact sensitively and consistently with others throughout the performance. - Use original performance space and staging tools. - Learn all lines/movement with sophistication.
Personal Skills in ‘Performing Assessments’		<ul style="list-style-type: none"> - Perform with confidence most of the time. - Stay in role for most of the performance. - Contribute to the performance most of the time. - Mostly ready to perform. - Respect their peers when performing/ as an audience member without prompting. 	<ul style="list-style-type: none"> - Perform with confidence. - Stay in role for the whole performance. - Confidently contribute to the performance. - Ready to perform with confidence. - Respect their peers when performing/ as an audience member with consideration. 	<ul style="list-style-type: none"> - Perform with command. - Stay in role for the whole performance to a highly effective standard. - Make a commanding contribution towards the performance. - Ready to perform to a highly effective standard. - Respect their peers when performing/ as an audience member with sensitivity. 	<ul style="list-style-type: none"> - Perform with sophistication. - Stay in role for the whole performance to a sophisticated standard. - Make an impressive contribution to the performance. - Ready to perform to a sophisticated standard. - Respect their peers when performing/ as an audience member with sensitivity and encouragement.

CRHS Drama: Year 9

'Creating' Assessment



Focus area		<i>Emerging – a student who has emerging skills in the Y9 Drama curriculum will be able to:</i>	<i>Developing – a student who has developing skills in the Y9 Drama curriculum will be able to:</i>	<i>Secure – a student who has secure skills in the Y9 Drama curriculum will be able to:</i>	<i>Mastered – a student who has mastered the skills in the Y9 Drama curriculum will be able to:</i>
Topic Specific Skills	Designing Theatre (Autumn)	<ul style="list-style-type: none"> - Create mostly effective plans and annotations. - Explore and apply mostly appropriate set and prop, costume, light and sound ideas to their scripts. 	<ul style="list-style-type: none"> - Create generally highly effective plans and annotations. - Explore and apply highly appropriate set and prop, costume, light and sound ideas to their scripts. 	<ul style="list-style-type: none"> - Create sophisticated plans and annotations - Explore and apply original set and prop, costume, light and sound ideas to their scripts. 	<ul style="list-style-type: none"> - Create exceptional plans and annotations - Explore and apply highly sophisticated set and prop, costume, light and sound ideas to their scripts.
	Devising Theatre (Spring)	<ul style="list-style-type: none"> - Develop mostly creative and original ideas in response to the starting point. - Apply techniques to a mostly effective standard. - Create a mostly clear topic and message in their work. 	<ul style="list-style-type: none"> - Develop mostly effective creative and original ideas in response to the starting point. - Apply techniques to a highly effective standard. - Create a clear topic and message in their work. 	<ul style="list-style-type: none"> - Develop sophisticated, creative and original ideas in response to the starting point. - Apply varied techniques to a sophisticated standard. - Create a sophisticated piece with a strong topic and relevant message in their work. 	<ul style="list-style-type: none"> - Develop exceptionally creative and original ideas in response to the starting point. - Apply varied techniques to an exceptional standard. - Create a highly sophisticated piece with an original topic and highly relevant message in their work.
	Live Theatre Review (Summer)	<ul style="list-style-type: none"> - Choose examples to highlight their points. - Analyse work to a mostly effective level. - Evaluate work to a mostly effective level. - Use detail in written work to a competent standard. 	<ul style="list-style-type: none"> - Choose relevant examples to highlight their points. - Analyse work to an effective and confident level. - Evaluate work to an effective and confident level. - Use detail in written work to a consistent standard. 	<ul style="list-style-type: none"> - Choose highly relevant examples to highlight their points. - Analyse work to sophisticated and confident level. - Evaluate work to sophisticated and confident level. - Use high levels of detail in written work to a consistent standard. 	<ul style="list-style-type: none"> - Choose exceptional examples to highlight their points. - Analyse work to a highly sophisticated and confident level. - Evaluate work to a highly sophisticated and confident level. - Use exceptionally high levels of detail in written work to a consistent standard.
	Roles in Theatre (Summer)	<ul style="list-style-type: none"> - Take on various roles to a mostly effective level. - Contribute to the piece to a competent standard. - Suggest mostly effective individual ideas to their team. 	<ul style="list-style-type: none"> - Take on various roles to a mostly highly effective level. - Contribute to the piece to a confident standard. - Regularly suggest mostly highly effective individual ideas to their team. 	<ul style="list-style-type: none"> - Take on various roles to a highly effective level. - Contribute to the piece to a sophisticated standard. - Consistently suggest original individual ideas to their team. 	<ul style="list-style-type: none"> - Take on various roles to an exceptional level. - Contribute to the piece to a highly sophisticated standard. - Consistently suggest exceptional individual ideas to their team.
Academic Skills in 'Creating Assessments'		<ul style="list-style-type: none"> - Offer competent ideas to the team. - Create mostly effective ideas. - Respond to feedback to a mostly effective level. - Create competent and mostly effective staging ideas. 	<ul style="list-style-type: none"> - Offer mostly highly effective ideas to the team. - Create highly effective ideas. - Respond to feedback in a mostly highly effective and positive manner. 	<ul style="list-style-type: none"> - Offer original ideas to the team. - Create sophisticated ideas. - Respond to feedback in a highly effective and positive manner. 	<ul style="list-style-type: none"> - Offer exceptional ideas to the team. - Create highly sophisticated ideas. - Respond to feedback in a highly sophisticated and positive manner.

	<ul style="list-style-type: none"> - Make effective evaluations and 'Take 2'. 	<ul style="list-style-type: none"> - Create commanding and highly effective staging ideas. - Make mostly highly effective evaluations and 'Take 2'. 	<ul style="list-style-type: none"> - Create sophisticated staging ideas. - Make sophisticated and considered evaluations and 'Take 2'. 	<ul style="list-style-type: none"> - Create exceptional staging ideas. - Make highly sophisticated and considered evaluations and 'Take 2'.
<p>Personal Skills in 'Creating Assessments'</p>	<ul style="list-style-type: none"> - Have confidence within a team. - Be ready to work to an effective level some of the time. - Show respect to their peers' learning/ ideas, applying ideas from others into their work. - Listen to others to a mostly effective level. - Contribute to the team. 	<ul style="list-style-type: none"> - Have command and confidence within a team. - Be ready to work to highly effective level most of the time. - Show respect to their peers' learning/ ideas, applying ideas from all people into work to create effective work. - Listen to others in a highly effective manner. - Contribute and lead the team. 	<ul style="list-style-type: none"> - Have discipline and confidence within a team. - Be ready to work at a sophisticated level. - Show respect to their peers' learning/ ideas, applying ideas from all people into work to create original work. - Listen to others in a considered and sensitive manner. - Contribute and lead the team to a strong and sophisticated manner. 	<ul style="list-style-type: none"> - Have outstanding discipline and confidence within a team. - Be ready to work at an exceptional level. - Show respect to their peers' learning/ ideas, applying ideas from all people into work to create highly sophisticated work. - Listen to others in a highly sophisticated and sensitive manner. - Contribute and lead the team to an exceptional level.



CRHS Drama: Year 9

'Performing' Assessment

Focus area		Emerging – a student who has emerging skills in the Y9 Drama curriculum will be able to:	Developing – a student who has developing skills in the Y9 Drama curriculum will be able to:	Secure – a student who has secure skills in the Y9 Drama curriculum will be able to:	Mastered – a student who has mastered the skills in the Y9 Drama curriculum will be able to:
Topic Specific Skills	Scripted Performance (Autumn)	<ul style="list-style-type: none"> - Show a mostly effective character journey. - Understand their character to a competent level. - Apply competent use of rehearsal technique to a performance. 	<ul style="list-style-type: none"> - Show a mostly highly effective character journey. - Understand their character to a somewhat confident standard. - Apply rehearsal technique to a performance to a mostly effective standard. 	<ul style="list-style-type: none"> - Show a sophisticated character journey. - Understand their character to a confident and sophisticated standard. - Apply rehearsal technique to a performance with originality. 	<ul style="list-style-type: none"> - Show an exceptional and considered journey. - Understand their character to a confident and highly sophisticated standard. - Apply rehearsal technique to a performance to a exceptional standard.
Academic Skills in ‘Performing Assessments’		<ul style="list-style-type: none"> - Create a believable character different to themselves with confidence. - Create effective, engaging and interesting work. - Use confident vocal and physical expression to create impact. - Interact with others in role throughout the performance. - Use effective performance space and staging tools. - Learn all lines/movement. 	<ul style="list-style-type: none"> - Create a highly effective and believable character different to themselves. - Create highly effective, engaging and interesting work. - Use highly effective vocal and physical expression to create impact. - Interact sensitively with others throughout the performance. - Use highly effective performance space and staging tools. - Learn all lines/movement with strong command. 	<ul style="list-style-type: none"> - Create an original and believable character different to themselves. - Create sophisticated, engaging and interesting work. - Use sophisticated and varied vocal and physical expression to create impact. - Interact sensitively and consistently with others throughout the performance. - Use original performance space and staging tools. - Learn all lines/movement with sophistication. 	<ul style="list-style-type: none"> - Create an exceptionally believable character different to themselves. - Create highly sophisticated, engaging and interesting work. - Use highly sophisticated and varied vocal and physical expression to create impact. - Interact sensitively and consistently with others throughout the performance, supporting when necessary. - Use exceptional performance space and staging tools. - Learn all lines/movement to a highly sophisticated level.
Personal Skills in ‘Performing Assessments’		<ul style="list-style-type: none"> - Perform with confidence. - Stay in role for the whole performance. - Confidently contribute to the performance. - Ready to perform with confidence. - Respect their peers when performing/ as an audience member with consideration. 	<ul style="list-style-type: none"> - Perform with command. - Stay in role for the whole performance to a highly effective standard. - Make a commanding contribution towards the performance. - Ready to perform to a highly effective standard. - Respect their peers when performing/ as an audience member with sensitivity. 	<ul style="list-style-type: none"> - Perform with sophistication. - Stay in role for the whole performance to a sophisticated standard. - Make an impressive contribution to the performance. - Ready to perform to a sophisticated standard. - Respect their peers when performing/ as an audience member with sensitivity and encouragement. 	<ul style="list-style-type: none"> - Perform with strong command and sophistication. - Stay in role for the whole performance to an exceptional standard. - Make an exceptional contribution to the performance. - Ready to perform to a highly sophisticated standard. - Respect their peers when performing/ as an audience member with strong levels of sensitivity and encouragement.