

INTRODUCTION TO DRAMA
KEY TERMINOLOGY:
STILL-IMAGE – STAYING IN ROLE – GOLDEN RULE – STILLNESS – FACIAL EXPRESSIONS

<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 come out of role and do not face the front at all times. I use no Facial Expressions. I cannot keep still in a still image.	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 stay in role most of the time and face the audience most of the time. I attempt to keep still.	I use the correct drama vocabulary. I discuss the difference between my work and that of another.	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 stay in role and face the front at all times. I stay still during my still-image using at least 4 levels and good Facial Expressions. I use 3 different levels.	I discuss how characters have been portrayed in other student's performances I use correct vocabulary with confidence. I am able to suggest good ideas and key skills, explaining why I think they may benefit the performance as a whole piece.	I listen to my groups ideas and help develop them for the practical task. I improvise to encourage creative ideas. I am also able to put my ideas forward in a productive and supportive manner, which ultimately benefits the whole group.	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.
Extension	I stay in role and make eye- contact to the audience. I use a range of levels. I change my Facial Expressions throughout. I like to add non-diegetic sound to my performance pieces, which add atmosphere and tension.	I use correct terminology to describe my work and other student's work. I analyse how ideas were communicated to the audience. I use my research tasks, to further develop my understanding of drama and terms to benefit ideas and suggestions.	I create performances for different audiences and different purposes, exploring practically through a range of explorative strategies. I also spend time outside the class domain to rehearse and explore the theory of drama. I also bring in and am able to use props to further enhance my performance.	I work positively with anyone in my group. I can take on a directorial role and will motivate my group with creative ideas. Though I can be a strong leader, creating ideas, I can also listen to other people. I also accept other students who would like to challenge themselves and be the main character.