

## Indicators for Learning Intentions at Key Stage 3

Learning Intentions	Indicators
<i>Knowledge, understanding and skills</i>	<i>Drama suggestions and ideas</i>
Engage with a range of stimuli to develop critical and creative thinking skills	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• use a range of media text, such as scripts, photographs, newspaper cuttings, visual or moving images, as a starting point for the drama;</li> <li>• discuss, question and listen to ideas;</li> <li>• structure and plan development of improvisation work;</li> <li>• explore ideas and re-draft methods;</li> <li>• use strategies;</li> <li>• experiment with different outcomes;</li> <li>• have a sense of purpose and audience;</li> </ul>
Adopt a role	<ul style="list-style-type: none"> <li>• take on an imaginary or scripted role and have opportunity to move, speak and think in role using drama strategies;</li> </ul>
Take part in improvisation	<ul style="list-style-type: none"> <li>• work as a group to help structure and devise an improvisation;</li> <li>• perform in role in an improvisation;</li> <li>• direct, support and advise others in developing an improvisation;</li> </ul>
Devise scripts and use drama forms and strategies effectively to explore and present ideas	<ul style="list-style-type: none"> <li>• present polished or scripted improvisation;</li> <li>• use mime or dance;</li> <li>• write a script;</li> <li>• use voice, movement and facial expression;</li> <li>• use tableau, freeze frame, hot seating, thought tracking and conscience alley;</li> </ul>
Employ sign, symbol, metaphor and image	<ul style="list-style-type: none"> <li>• use a range of gestures to reflect feelings and attitude;</li> <li>• use simple props to suggest meaning; and</li> <li>• use individual and group tableaux to reflect attitude and feeling and help to make meaning.</li> </ul>

Learning Intentions	Indicators
Engage in movement and/or dance	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• move in role as a particular character;</li> <li>• use mime and stylised movements to highlight and reflect ideas;</li> <li>• use music and movement to develop mood and feeling;</li> <li>• use dance to tell a story;</li> </ul>
Experience live and recorded drama and respond to a variety of texts	<ul style="list-style-type: none"> <li>• use a video camera to record drama work;</li> <li>• use digital camera to explore speech and facial expression in freeze frames and tableaux;</li> <li>• use PowerPoint for docudrama;</li> <li>• view others' work both live and recorded;</li> <li>• compare and contrast different styles of performance;</li> </ul>
Begin to develop an appreciation of theatre styles, genres and vocabulary	<ul style="list-style-type: none"> <li>• use specific drama vocabulary for staging, positions on stage, drama conventions;</li> <li>• use different approaches such as romantic tragedy, Victorian melodrama, American soap opera, spy, black comedy, silent movie, slapstick or operatic;</li> </ul>
Explore characterisation through use of masks, costume, props, puppets and electronic media	<ul style="list-style-type: none"> <li>• develop character using voice, movement and facial expression;</li> <li>• use forms of masks and half masks as individuals and in groups;</li> <li>• explore character using simple props and costumes;</li> <li>• create and use simple puppets;</li> <li>• view other actors' performances;</li> </ul>
Evaluate their own and others' work	<ul style="list-style-type: none"> <li>• self-evaluate using visual, oral, written and ICT formats; and</li> <li>• evaluate the work of others using oral, written and ICT formats.</li> </ul>