

Indicators for Learning Outcomes at Key Stage 3

Learning Outcomes	Indicators
<p>Research and manage information effectively to investigate issues <i>(using Mathematics and ICT where appropriate)</i></p>	<ul style="list-style-type: none"> • responding to teacher directions • organising tableaux • selecting digital images and adding speech or thought bubbles (ICT) • selecting online information, text and media to use as stimulus or content for scripts • collecting and selecting information through interviews with people; compare and contrast information from internet for a docudrama, news programme or improvisation • organising, planning and collating images in storyboard form for video recording or film making (ICT and Mathematics)
<p>Show deeper understanding of thinking critically and flexibly, solving problems and making informed decisions <i>(using Mathematics and ICT where appropriate)</i></p>	<ul style="list-style-type: none"> • recording, sequencing and timing music for mime or dance performance (ICT and Mathematics) • organising a lunch-time theatre event, including cost of production (scripts, programmes, tickets, set, props and costumes) (ICT and Mathematics) • devising a sound and lighting plot for a performance (ICT and Mathematics) • planning a performance on a social or moral issue for a younger audience
<p>Demonstrate creativity and initiative when developing ideas and following them through</p>	<ul style="list-style-type: none"> • writing a script for young children • using selected projections for improvisation on a controversial subject such as war or bullying • designing and making costumes for a dance drama on saving water • devising half masks of frogs as a chorus in docudrama on cruelty to animals • devising a puppet show on road safety for a chosen audience; contacting outside organisations for information and materials

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Work effectively with others	<ul style="list-style-type: none"> • using roles such as writer, recorder, observer or interviewer when devising an improvisation • directing a group in a scripted improvisation, mime or dance drama • designing, planning and operating technical aspects for a group (lighting, sound or media) • planning and recording a performance • developing a climate of positive encouragement and praise
Demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance	<ul style="list-style-type: none"> • listening to and valuing ideas and suggestions from others • justifying their own ideas and decisions • assessing progress objectively • using criticism positively • re-drafting scripts many times • taking time to reflect on developments and being prepared to change direction • continually seeking ways to improve work • summarising personal development in written form
Communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose	<ul style="list-style-type: none"> • performing in role and as a character • developing voice and movement work by using vocal and physical exercises to communicate effectively with an audience • using mediums of acting, improvisation, mime and dance drama in performance for an audience • using ICT formats such as PowerPoint, projection, sound, lighting and recording to enhance performance • using Playscript format and IT process when writing theatre text, and • devising appropriate programmes for chosen audiences.