

The Arts Level 5–6

Drama

In the Arts Levels 1–4 progression points focus on the arts disciplines of Art, Dance, Drama, Media and Music individually and/or in combination. From Level 5 progression points have been developed for the arts disciplines of Art, Dance, Drama, Media, Music and Visual Communication.

The Arts (Drama) – Progressing towards Level 5

Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Creating and making

- planning for devised performance works that show use of ideas from pre-texts and other stimulus materials
- identification of potential problems in communicating ideas when developing devised and/or scripted solo and/or ensemble works
- experimentation with ways of using expressive skills to develop drama ideas
- awareness of ways dramatic conventions are used in performance works from different cultures and traditions
- awareness of ways specific stagecraft elements can be used to communicate ideas to an audience

Exploring and responding

- contribution to discussion about their own and others' use of drama skills, techniques and processes when interpreting drama performances

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Creating and making

- plans for devised performance works, that show different approaches to developing characters, stories and settings
- contribution to decisions about how to solve problems, when developing a performance work
- application of expressive skills to realise characters
- exploration of dramatic conventions appropriate to selected theatrical styles and/or dramatic forms
- investigation of ways selected stagecraft elements can be used to communicate ideas to audiences

Exploring and responding

- identification of their own and others' use of dramatic elements, skills, techniques and processes when devising and/or interpreting drama works

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Creating and making

- planning of process dramas and/or other drama works, outlining decisions about ways characters, stories, settings and staging will be communicated
- problem resolution when developing and performing devised and/or scripted solo and/or ensemble works
- refinement and application of expressive skills to realise characters in devised performances
- use of dramatic conventions appropriate to particular theatrical styles or dramatic forms to communicate ideas in a performance
- application of stagecraft elements to communicate ideas in drama works to an audience

Exploring and responding

- documentation outlining opinions about their own and others' use of dramatic elements, skills, techniques and processes when devising and/or interpreting drama works

Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- awareness of key aspects of drama works from different times, places, cultures and genres
- identification of influences on their own drama work

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- understanding of aspects of works from different times, places, cultures and genres
- contribution to discussion of influences on their own drama work, such as use of conventions from theatrical styles from different cultures and times

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- responses to drama works from different times, places, cultures and genres
- analysis of influences on their own drama work such as how dramatic conventions appropriate to particular theatrical style or dramatic forms were used in devised performances

The Arts – Level 5

Creating and making

At Level 5, students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose. They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles. They generate and develop ideas that explore particular concepts, techniques and issues when making arts works. They combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks. They maintain a record of the creating and making of their arts works and explain their decisions about how they present arts works for specific purposes and audiences.

Exploring and responding

At Level 5, students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others' use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies. They compare, analyse, evaluate, and interpret the content, meaning and qualities in arts works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate arts language. They describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary arts works, including their own, are influenced by cultural and historical contexts. They use appropriate arts language.

The Arts (Drama) – Progressing towards Level 6

Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Creating and making

- use of research into given themes, issues and/or characters to plan drama works from pre-texts and stimulus materials
- awareness of ways specific play-making techniques can be used to develop ideas for drama works made in response to pre-texts and/or stimulus material
- awareness of ways expressive skills can be used to enhance drama and/or theatre works
- investigation of ways skills, conventions, techniques and processes are used in different theatrical styles and/or dramatic forms
- understanding of ways selected areas of stagecraft can be used to communicate an intended meaning

Exploring and responding

- identification of features of theatrical styles and associated conventions from a range of cultural, historical and social contexts, for example, contexts relevant to their own and others' works

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Creating and making

- generation of ideas, based on research findings, to develop themes, issues and/or characters in designs for drama works
- exploration of play-making techniques to develop ideas for solo and/or ensemble drama works
- experimentation with different ways of using expressive skills to communicate ideas in drama and/or theatre works
- refinement and application of skills, conventions, techniques and processes appropriate to selected theatrical style/s in rehearsal and performance
- trials of different ways of applying areas of stagecraft and/or theatrical technologies to create intended meaning for audiences

Exploring and responding

- personal responses to application of theatrical styles and conventions from a range of cultural, historical and social contexts relevant in their own and others' works

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Creating and making

- conceptual plans for drama works that incorporate responses to cultural, historical and/or social influences from pre-text and stimulus material
- application of play-making techniques to realise plans for solo and/or ensemble works, made collaboratively and/or individually
- selection and application of expressive skills to effectively communicate in drama and/or theatre works for a variety of audiences
- manipulation skills, conventions, techniques and processes appropriate to specific performance styles to communicate intended ideas when creating, rehearsing and performing drama and/or theatre works
- refinement of application of specific stagecraft and/or theatrical technologies in response to audience feedback

Exploring and responding

- critical responses to theatrical styles and conventions from a range of cultural, historical and social contexts relevant to their own and others' drama works
- analysis and evaluation of the application of expressive skills, dramatic elements and stagecraft in their own and others' drama and/or theatre works, using appropriate drama and theatre language

Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- use of appropriate drama and theatre language when discussing the application of expressive skills, dramatic elements and stagecraft in drama and theatre works
- contribution to discussion about influences on aspects of their own and others' drama works

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- identification of ways expressive skills, dramatic elements and stagecraft in drama and theatre works are applied in their own and others' drama and theatre works, using appropriate drama and theatre language
- awareness of influences of works from various art forms and arts industries on their own drama works

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- analysis of links between particular theatre practitioners, actors, designers and/or technicians from different times and cultures, and their own drama works

The Arts – Level 6**Creating and making**

At Level 6, within and across areas of specialisation, students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style. They evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices. Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities. Independently and collaboratively, they apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures. They vary the content, structure and form of their arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes. They effectively use a range of traditional and contemporary media, materials, equipment and technologies. They maintain a record of how ideas develop in the creating, making and presenting of their arts works.

Exploring and responding

At Level 6, students observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working. They analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts. They describe and discuss ways that their own and others' arts works communicate and challenge ideas and meaning. They use appropriate arts language and, in the arts works they are exploring and responding to, refer to specific examples. They comment on the impact of arts works, forms and practices on other arts works and society in general.

The Arts (Drama) – Progressing beyond Level 6
Progression Point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Creating and making

- application of research and investigation of historical, social and cultural contexts, and theatrical styles when designing drama and/or theatre works
- conceptualising of ideas to enhance aesthetic choices and dramatic processes used when creating scripted and/or devised drama and/or theatre works
- application of expressive skills appropriate to personal style when developing naturalistic and non-naturalistic devised and scripted drama and/or theatre works
- refinement of their personal style when working with naturalistic and non-naturalistic theatrical style/s, associated conventions and dramatic elements
- understanding of the specialised skills involved in an area of stagecraft and/or theatrical technology; for example, set design

Progression Point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Creating and making

- application of research and investigation of historical, social and cultural contexts, and theatrical styles to create and develop devised and/or scripted drama and/or theatre works
- manipulation of ideas to enhance aesthetic choices and dramatic processes when creating scripted and/or devised drama and/or theatre works
- manipulation of expressive skills in ways that enhance personal style when developing naturalistic and non-naturalistic devised and scripted drama and/or theatre works
- refinement in personal approach to manipulation of naturalistic and non-naturalistic theatrical style/s, associated conventions and dramatic elements for specific purposes
- application of an area of stagecraft and/or theatrical technology to support the creation, rehearsal and performance of devised and/or scripted works

Progression Point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Creating and making

- research and investigation of contexts, styles, theatre practitioners and stimulus materials to inform their drama and/or theatre works
- refinement of ideas to enhance aesthetic choices and dramatic processes when creating scripted and/or devised drama and/or theatre works
- application and manipulation of expressive skills in the development of naturalistic and non-naturalistic devised and scripted drama/theatre works for particular purposes and audiences
- manipulation of naturalistic and non-naturalistic theatrical style/s, associated conventions and dramatic elements to enhance personal style in drama and/or theatre works for specific purposes and audiences
- inventive application and manipulation of one or more areas of stagecraft and/or theatrical technology to support and enhance the creation, rehearsal and performance of devised and/or scripted works

Progression Point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Exploring and responding

- perceptive responses to a range of theatre works; for example, responses that consider styles and conventions in the works, and ways the works challenge aesthetic values
- consideration of ways dramatic and stagecraft elements and expressive skills can be used in their own and others' works to enhance the potential of play scripts and play making
- analysis of the distinctive characteristics of particular pieces of theatre and performances of selected playwrights, directors and actors, styles, periods and movements

Progression Point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Exploring and responding

- informed responses to a diverse range of theatre works, that challenge aesthetic values in the works, and consider opinions about works
- creative and critical analysis of ways dramatic elements, stagecraft elements and expressive skills are used in their own and others' works to enhance the potential of play scripts and play making
- evaluation of the skills, techniques and processes used in the work of theatre practitioners, actors, designers and technicians, particularly those whose work correlates with their own area/s of specialisation, when interpreting play scripts and play making

Progression Point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Exploring and responding

- critical responses that debate opinions and justify preferences about ways theatrical styles and conventions are used to challenge aesthetic values in their own and others' theatre works
- synthesis of analysis and research focusing on ways that dramatic elements, stagecraft elements and expressive skills may be used to enhance their own and others' play scripts and play making for specific purposes and specific audiences
- synthesis of the techniques and processes used in the work of theatre practitioners, actors, designers and technicians, including those whose work correlates with their own area/s of specialisation, when making interpretive decisions to realise play scripts and play making