

Regents Park Community College – KS4 Drama Progress Pathway Descriptors

Component 1 – Exploring the Performing Arts

Low Attaining student	Middle Attaining student	High Attaining student
<p>Examine professional practitioners' performance work:</p> <p>I can outline some key features of practitioners' work, using limited examples from one or more performance styles.</p> <p>I can outline the roles, responsibilities and skills of practitioners, using limited examples from one or more performance styles.</p> <p>I can outline some stylistic qualities of practitioners' work, using examples of performance from one or more performance styles.</p> <p>I can outline the roles, responsibilities and skills of practitioners, using examples from one or more performance styles.</p> <p>Explore the interrelationships between constituent features of existing performance material:</p> <p>I can identify the processes, skills and approaches used by practitioners to create performance work, with limited reference to examples of repertoire.</p> <p>I can outline the interrelationships between components used in performance, with reference to limited examples of repertoire.</p> <p>I can identify the processes, skills and approaches used by practitioners to create performance work, with basic reference to examples of repertoire.</p> <p>I can outline the interrelationships between components used in performance, with reference to basic examples of repertoire.</p>	<p>Examine professional practitioners' performance work:</p> <p>I can describe the stylistic qualities of practitioners' work, with reference to relevant examples across three performance styles.</p> <p>I can describe the roles, responsibilities and skills of practitioners, using relevant examples across three performance styles.</p> <p>I can describe the stylistic qualities of practitioners' work using appropriate examples to justify how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles.</p> <p>Explore the interrelationships between constituent features of existing performance material:</p> <p>I can describe the processes, skills and approaches used by practitioners to create performance work, with relevant reference to examples of repertoire.</p> <p>I can describe the interrelationships between components used in performance, with reference to relevant examples of repertoire.</p> <p>I can discuss the interrelationships between processes, skills and approaches used by practitioners, with appropriate reference to examples of repertoire used to demonstrate how they contribute to performance work.</p>	<p>Examine professional practitioners' performance work:</p> <p>I can assess the stylistic qualities of practitioners' work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles.</p> <p>Explore the interrelationships between constituent features of existing performance material:</p> <p>I can explain the interrelationships between processes, skills and approaches used by practitioners, with considered reference to examples of repertoire used to demonstrate how they contribute effectively to performance work.</p>

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Component 2 – Developing Skills and Techniques in the Performing Arts

Low Attaining student	Middle Attaining student	High Attaining Year student
<p>Develop skills and techniques for performance:</p> <p>I can demonstrate limited development of performance and interpretative skills for performance during the rehearsal process.</p> <p>I can demonstrate basic development of performance and interpretative skills for performance during the rehearsal process.</p> <p>Apply skills and techniques in rehearsal and performance:</p> <p>I can apply limited technical skills during rehearsal when reproducing repertoire.</p> <p>I can demonstrate limited application of technical, stylistic and interpretative skills during performance of existing repertoire.</p> <p>I can apply basic technical skills during rehearsal when reproducing repertoire.</p> <p>I can demonstrate basic application of technical, stylistic and interpretative skills during performance of existing repertoire.</p> <p>Review own development and performance</p> <p>I can identify my own development of skills and techniques, with use of limited examples.</p> <p>I can identify my own application of skills and techniques in performance, with use of limited examples</p> <p>I can identify my own development of skills and techniques, strengths and areas for improvement, with use of basic examples.</p> <p>I can identify my own application of skills and techniques, strengths and areas for improvement in performance, with use of basic examples</p>	<p>Develop skills and techniques for performance:</p> <p>I can demonstrate appropriate development of performance and interpretative skills for performance during the rehearsal process.</p> <p>I can demonstrate effective development of performance and interpretative skills, and techniques for performance during the rehearsal process.</p> <p>Apply skills and techniques in rehearsal and performance:</p> <p>I can select and apply relevant technical skills during rehearsal when reproducing repertoire.</p> <p>I can demonstrate competent application of technical, stylistic and interpretative skills appropriate to the performance of existing repertoire.</p> <p>I can demonstrate appropriate selection, application and creative use of technical, stylistic and interpretative skills during rehearsal and performance of existing repertoire.</p> <p>Review own development and performance:</p> <p>I can describe my own development of skills and techniques, using relevant examples to demonstrate strengths and areas for improvement.</p> <p>I can describe my own application of skills and techniques in performance, using relevant examples to demonstrate strengths and areas for improvement.</p> <p>I can explain my own development and application of skills and techniques, using appropriate examples to identify strengths and areas for improvement.</p>	<p>Develop skills and techniques for performance:</p> <p>I can demonstrate disciplined and organised development of performance and interpretative skills, and techniques for performance during the rehearsal process.</p> <p>Apply skills and techniques in rehearsal and performance:</p> <p>I can demonstrate considered selection, application and assured use of technical, stylistic and interpretative skills during rehearsal and performance of existing repertoire.</p> <p>Review own development and performance:</p> <p>I can analyse my own development and application of skills and techniques, using considered examples to identify strengths and set targets for improvement.</p>

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Component 3 – Performing to a brief (External Exam)		
Low Attaining student	Middle Attaining student	High Attaining student
<p>I can follow instructions.</p> <p>I can identify and respond to some of the requirements of the brief.</p> <p>I can follow the lead of others or be directed to perform simple tasks.</p> <p>I am able to attempt to contribute ideas, which may be obvious, tentatively linked or not entirely appropriate.</p> <p>I can imitate given techniques or styles at a basic level and take part in practical tasks.</p> <p>I can identify some of the skills I could use.</p> <p>My contribution has minimal impact on the group dynamic or the delivery and communication of ideas through performance.</p> <p>I can describe some of the process activities and/or tasks and give a brief or incomplete account of the outcome, however some of this may be repetitive in the development log.</p>	<p>I am able to make an appropriate contribution to activities and tasks.</p> <p>I am able to respond competently to the requirements of the brief.</p> <p>I can contribute appropriate ideas in discussions and/or practical activities.</p> <p>I can apply relevant skills and techniques for the style or genre of the work and demonstrate appropriate skills in practical tasks.</p> <p>My individual contribution has some impact on the group dynamic and the delivery and communication of ideas through performance.</p> <p>I am able to reflect on and review the process and outcome adequately.</p>	<p>I am able to initiate imaginative and appropriate activity.</p> <p>I am able to respond fully to all of the requirements of the brief.</p> <p>I am able to take the initiative and support others in the group.</p> <p>I can consistently contribute valid ideas to discussions and practical exploration activities.</p> <p>I can effectively and consistently apply appropriate skills and techniques for the style or genre of work.</p> <p>My contribution has a significant impact on the group dynamic and the delivery and communication of ideas through performance.</p> <p>I am able to reflect on and review the process and outcome with awareness and insight.</p>