

St Bede's Catholic Voluntary Academy

KS3 Age Related Expectations

Department: Performing Arts (Drama)
Year Group: Year 9

Element of Drama	Working Towards Age-Related Expectations	Working At Age-Related Expectations	Working Beyond Age-Related Expectations
Freeze Frame	Creates basic still images with limited expression or clarity.	Creates clear and expressive still images that communicate relationships and emotions.	Constructs powerful freeze frames that convey complex relationships and dramatic tension.
Spoken Thought	Attempts to express character thoughts, though may lack depth or fluency.	Uses spoken thought effectively to reveal character motivations and inner conflict.	Integrates spoken thought seamlessly into performance to deepen audience understanding of character.
Mime	Uses simple gestures and facial expressions, but may struggle with clarity or control.	Performs mime with control and clarity, using gesture and facial expression to communicate meaning.	Uses sophisticated mime techniques with precision, subtlety, and emotional depth.
Choral Movement	Participates in group movement with some coordination, though timing may be inconsistent.	Works well in a group to create synchronized and expressive movement sequences.	Leads or choreographs choral movement with strong ensemble awareness and creative flair.
Choral Speech	Can speak in unison but may lack vocal clarity, projection, or rhythm.	Delivers choral speech with good timing, vocal variation, and ensemble awareness.	Demonstrates excellent vocal control, expression, and timing in choral speech, enhancing dramatic impact.



Stage Discipline	Needs reminders to stay in role and focus during performance.	Maintains focus, stays in role, and supports the performance of others.	Consistently models exemplary stage discipline, supporting the ensemble and maintaining high standards.
Stage Positioning	Shows limited awareness of stage space and audience sightlines.	Demonstrates understanding of stage positions and uses space effectively to enhance performance.	Uses stage space with confidence and creativity, considering audience perspective and dramatic effect.
Movement and Gesture	Uses basic movement and gesture, though not always purposeful or character-driven.	Uses purposeful movement and gesture to develop character and communicate meaning.	Employs detailed and expressive movement and gesture to create layered, believable characters.
Characterisation	Begins to explore character traits, but may rely on stereotypes or lack consistency.	Develops believable characters using voice, movement, and interaction with others.	Creates complex, original characters with depth, consistency, and emotional truth.
Levels & Proxemics	Uses stage levels and spacing with limited understanding of their dramatic effect.	Uses levels and spatial relationships to show status, emotion, and character dynamics.	Manipulates levels and spatial relationships with sophistication to enhance dramatic meaning and storytelling.

