

# Drama Progress Ladders



**2025-2026**

**Hugh Sexey Church of England Middle School**

Year 7 Level		<p style="text-align: center;"><b>MAKING</b></p> <p style="text-align: center;"><b>Create and develop ideas to communicate meaning for a performance.</b></p>	<p style="text-align: center;"><b>PERFORMING</b></p> <p style="text-align: center;"><b>Apply performance skills to achieve interpretation of the topic</b></p>	<p style="text-align: center;"><b>RESPONDING</b></p> <p style="text-align: center;"><b>Analyse and evaluate your own work and the work of others</b></p>
7.9	<b>Greater Depth</b>	There is good rapport with other members of the group. The student can use their own initiative to develop the work with a high degree of creativity, whilst able to lead and inspire others during the devising process.	The concept of the performance/design is clear and established and the student can perform/design for different purposes and audiences.	Fluent, articulate use of subject specific terminology, writing consistently in a clear structure. Evaluation of their own work shows how they developed the process and why the decisions were made.
7.8		Collaborate effectively with others by discussing how to refine the performance/design using the stimuli and relevant drama terminology to achieve intended meaning.	Perform and create characters to communicate meaning by using a diverse range of characterisation or design skills which are sustained and purposeful to achieve an identifiable style or genre.	Demonstrate a detailed knowledge of drama or design conventions. Analyse own successes and those of others using appropriate drama vocabulary. Evaluate own work and those of others using drama vocabulary confidently.
7.7		Collaborate with confidence with others by discussing how to refine the performance/design using the stimuli and appropriate Drama terminology to achieve the intended meaning.	Perform and create characters to engage an audience by using a diverse range of characterisation or design skills in a confident manner way which is sustained.	Demonstrate developing knowledge of drama or design techniques and skills when evaluating individual work and those of others in a meaningful way.
7.6	<b>Secure</b>	Rehearse with confidence and use preparation time to motivate others. Offer good explanations of creative intentions for the performance/design by suggesting techniques to engage an audience.	Perform and create characters by using a diverse range of characterisation or design skills in a sound manner which is sustained and controlled to communicate meaning.	Compare own work and that of others using drama or design vocabulary with some reference to skills and a range of performance techniques. Discuss how own work and those of others could be improved in the future.
7.5		Rehearse with good focus and uses preparation time wisely. Offer adequate explanations of creative intentions for the performance/design by suggesting techniques to use to engage an audience	Hold the attention of audience during the performance so they can follow the narrative. Perform and create characters by using a diverse range of characterisation or design skills in a clear way which is sustained and understood by the audience.	Compare own work and that of others using some drama or design vocabulary with reference to some skills and discuss how own work could be improved in the future.
7.4		Participate in rehearsals and preparation time in an active manner by listening to and encouraging others' ideas. Offer ideas and explain why they would be good in the performance for an audience.	Hold the attention of audience during the performance. Perform characters by using a range of characterisation or design skills.	Write and discuss drama or design in a straightforward manner. Suggest ways of improving their own work using some drama or design vocabulary.
7.3	<b>Developing</b>	Take part in rehearsals and preparation time by listening to others' ideas. Use rehearsal time well to plan the performance/design.	Face the audience during the performance. Perform and use more than one characterisation or design skill. The character or design has a clear journey.	Comment on a way of improving my own work using some simplistic drama vocabulary by referring to some drama or design techniques and skills.
7.2		Take part in rehearsals and preparation time by working with a group. Plan the work in a basic manner	Perform and use basic voice and physical skills to communicate a character. Design skills are basic.	Write and discuss drama in a very basic manner with little reference to drama or design techniques and skills.
7.1		Take part in rehearsals and preparation time in a limited manner.	Perform and might use voice and physical skills to create a character different from them. Design skills are limited.	Produce a response with a very basic awareness of drama or design techniques, skills or terminology.

Year 8 Level		<b>MAKING</b> <b>Create and develop ideas to communicate meaning for a performance.</b>	<b>PERFORMING</b> <b>Apply performance skills to achieve interpretation of the topic</b>	<b>RESPONDING</b> <b>Analyse and evaluate your own work and the work of others</b>
8.9	Greater Depth	The process is both highly creative and emotionally intelligent. The student knows when to both lead and lead through others.	A wide, varied and entirely appropriate range of performance/design skills are applied. This is adapted and refined for the needs of the performance style and the student as a result shows range.	Write and discuss drama in a highly articulate manner. Demonstrate a highly detailed knowledge of drama or design terminology. Analyse successes as well as areas for development using relevant drama vocabulary.
8.8		Demonstrate an effective engagement with the rehearsal process and show they can take the lead with confidence. Collaborate successfully with others by refining the performance/design to achieve the intended meaning.	Engage the audience during the performance due to a comprehensive awareness of how to communicate meaning. Perform and create characters by using a diverse range of characterisation or design skills in a confident manner which is sustained to achieve an identifiable topic.	Write and discuss drama in an articulate manner. Demonstrate a detailed knowledge of drama or design terminology. Analyse successes and those of others using relevant drama vocabulary.
8.7		Demonstrate a clear engagement with the rehearsal process including taking the lead often. Collaborate effectively with others by discussing how to refine the performance/design to achieve an intended meaning.	Engage the audience during the performance with a confident awareness of how to communicate meaning. Perform and create characters by using a diverse range of characterisation or design skills in a confident manner way which is sustained and purposeful.	Write and discuss drama in a coherent manner. Demonstrate a detailed knowledge of drama or design conventions. Analyse successes and those of others using appropriate drama vocabulary.
8.6	Secure	Demonstrate a clear engagement with the rehearsal process and take the lead at times. Collaborate with confidence with others by refining the performance/design to achieve intending meaning.	Engage the audience during the performance due to a sound awareness of how to communicate meaning. Perform and create characters by using a diverse range of characterisation or design skills in a confident manner way to communicate intended meaning.	Write and discuss drama in a meaningful manner. Demonstrate a developing knowledge of drama or design techniques and skills when evaluating their own work and those of others.
8.5		Rehearse with confidence and use preparation time to motivate others. Collaborate well with others by discussing how to make the performance/design more creative.	Engage the audience during the performance due to a developing awareness of how to communicate meaning. Perform and create characters by using a range of characterisation or design skills in a sound manner to communicate meaning.	Write and discuss drama with relevant terminology and demonstrate a little knowledge of drama or design techniques. Compare own work and that of others using drama vocabulary with some reference to skills.
8.4		Rehearse with good focus and use preparation time wisely. Collaborate well with others and solve problems that arise with the group.	Hold the attention of audience during a performance by creating a narrative. Perform and create characters by using a range of characterisation or design skills in a clear way which is sustained for the main and understood by the audience.	Write and discuss drama with some awareness and demonstrate a little knowledge of drama or design techniques. Compare own work and that of others using some drama vocabulary with reference to some skills.
8.3	Developing	Participate in rehearsals and preparation time in an active manner by listening to and encouraging others' ideas. Offer ideas and explain why they would be good in the piece for an audience.	Hold the attention of audience during a performance. Perform and create characters by using a range of characterisation or design skills in a way that is understood by others.	Write and discuss drama or design in a straightforward manner by using a little knowledge of drama techniques and skills.
8.2		Take part in rehearsals and preparation time by listening to others' ideas. Offer some ideas to help shape the work due to some audience awareness.	Face the audience during a performance. Perform and use more than one characterisation or design skill.	Comment on a way of improving work using some simplistic drama or design vocabulary by referring to some techniques and skills.
8.1		Take part in rehearsals and preparation time by working with a group. Plan work in a basic manner	Face the audience most of the time whilst performing. Perform and use a basic voice or physical skill. Reference one aspect of design.	Write and discuss drama or design in a very basic manner with little knowledge of techniques and skills.

