

<p> <b>Create</b>            hypothesise            formulate            design            imagine            compose            develop            improve         </p>	<ul style="list-style-type: none"> <li>To create several improvisations through the use of drama conventions.</li> <li>To develop ideas that can be realised in performance.</li> <li>To use imagination and develop creativity.</li> </ul>
<p> <b>Evaluate</b>            recommend            persuade            debate            justify            assess            conclude            determine         </p>	<ul style="list-style-type: none"> <li>To self-evaluate and be able to evaluate the work of others.</li> <li>To recommend the use of different drama conventions within a performance.</li> <li>To debate ideas and opinions within a group.</li> </ul>
<p> <b>Analyse</b>            infer            research            investigate            question            appraise            examine            prioritise            organise         </p>	<ul style="list-style-type: none"> <li>To organise performance ideas within a group.</li> <li>To develop self-analysis and be able to analyse the work of others.</li> <li>To question audience interpretation and meaning.</li> </ul>
<p> <b>Apply</b>            demonstrate            manipulate            calculate            practise            identify            use         </p>	<ul style="list-style-type: none"> <li>To practice performance skills.</li> <li>To demonstrate understanding of performance skills through improvisation.</li> <li>To identify key areas of success and improvement.</li> </ul>
<p> <b>Understand</b>            explain            interpret            give examples            estimate            illustrate         </p>	<ul style="list-style-type: none"> <li>To interpret understanding of performances.</li> <li>To understand meaning within the text of 'Macbeth'.</li> <li>To give examples of ways to improve performances.</li> </ul>
<p> <b>Remember</b>            list            recognise            define            recall            label         </p>	<ul style="list-style-type: none"> <li>To define key mime skills.</li> <li>To recognise key drama terminology.</li> <li>To remember dialogue when performing.</li> </ul>

<b>Create</b> hypothesise formulate design imagine compose develop improve	<ul style="list-style-type: none"> <li>To improve through practice performance ideas as an individual, group and whole class performer.</li> <li>To develop convention ideas used that can be realised in performance effectively.</li> <li>To use imagination and develop creativity considering plot, character and the effect on the audience.</li> </ul>
<b>Evaluate</b> recommend persuade debate justify assess conclude determine	<ul style="list-style-type: none"> <li>To self-evaluate and evaluate the work of others using drama terminology and to be able to identify all skills used.</li> <li>To justify the use of different drama conventions used in performance.</li> <li>To determine the outcome of the meaning of ideas and performance for an audience.</li> </ul>
<b>Analyse</b> infer research investigate question appraise examine prioritise organise	<ul style="list-style-type: none"> <li>To organise performance ideas and use drama conventions within a small group and as a whole class.</li> <li>To question the outcome of the use of conventions within performance.</li> <li>To analyse audience interpretation and meaning at a deeper level using stylised work.</li> </ul>
<b>Apply</b> demonstrate manipulate calculate practise identify use	<ul style="list-style-type: none"> <li>To practice the use of separate performance skills to create template characters.</li> <li>To use performance skills through improvisation and script work to develop set characters.</li> <li>To identify key areas of success and improvement in small groups and use forum theatre to aid this practice.</li> </ul>
<b>Understand</b> explain interpret give examples estimate illustrate	<ul style="list-style-type: none"> <li>To explain key elements of performance success.</li> <li>To understand the meaning of more stylised work with reference to Bertolt Brecht.</li> <li>To give examples of different ways to approach improvisation i.e. using drama conventions.</li> </ul>
<b>Remember</b> list recognise define recall label	<ul style="list-style-type: none"> <li>To define key acting skills with reference to Body language, Facial Expression and Vocal Expression.</li> <li>To remember key drama terminology and recall when discussing drama performances.</li> <li>To remember dialogue when performing.</li> </ul>

Create hypothesise formulate design imagine compose develop improve	<ul style="list-style-type: none"> <li>• To create polished performances through rehearsal.</li> <li>• To use imagination and creativity to create plot and characters.</li> <li>• To constantly improve work until it is polished.</li> </ul>
Evaluate recommend persuade debate justify assess conclude determine	<ul style="list-style-type: none"> <li>• To constantly evaluate work within a group and that of others and to document this into written text.</li> <li>• To determine the outcome of work completed relating to audience awareness.</li> <li>• To debate the process of how conventions help and what conventions are best to use.</li> </ul>
Analyse infer research investigate question appraise examine prioritise organise	<ul style="list-style-type: none"> <li>• To analyse work within the group and that of others and to document this analysis in written text.</li> <li>• To question how an audience see a performance.</li> <li>• To use research to help push the drama forward.</li> </ul>
Apply demonstrate manipulate calculate practise identify use	<ul style="list-style-type: none"> <li>• To apply skills learnt to performance applying them to naturalism and stylised work.</li> <li>• To identify key areas of success and improvement for performance and given time to improve aspects of the performance.</li> <li>• To practice performance skills until polished.</li> </ul>
Understand explain interpret give examples estimate illustrate	<ul style="list-style-type: none"> <li>• To understand how to structure devised work from a stimulus.</li> <li>• To interpret stimuli into performance ideas, considering naturalism and stylised work.</li> <li>• To give examples of different approach ideas to devised work.</li> </ul>
Remember list recognise define recall label	<ul style="list-style-type: none"> <li>• To define key acting skills using the correct terminology and increasing vocabulary.</li> <li>• To remember drama skills used from previous work and recall them in group and whole class devised work.</li> <li>• To list jobs within the theatre.</li> </ul>

<b>Create</b> hypothesise formulate design imagine compose develop improve	<ul style="list-style-type: none"> <li>• To create a scripted performance.</li> <li>• To constantly improve a play until it is polished.</li> <li>• To develop a character using drama conventions.</li> </ul>
<b>Evaluate</b> recommend persuade debate justify assess conclude determine	<ul style="list-style-type: none"> <li>• To evaluate process and skills throughout.</li> <li>• To recommend different approaches to text.</li> <li>• To determine the outcome of a performance idea before it is put into practice.</li> </ul>
<b>Analyse</b> infer research investigate question appraise examine prioritise organise	<ul style="list-style-type: none"> <li>• To research the script to gain a higher understanding.</li> <li>• To analyse the work of others and transfer that to written text.</li> <li>• To organise and structure a performance.</li> </ul>
<b>Apply</b> demonstrate manipulate calculate practise identify use	<ul style="list-style-type: none"> <li>• To apply skills learnt to create a given character.</li> <li>• To practise playing a role.</li> <li>• To identify certain character traits and to put this forward using prior skill-based knowledge.</li> </ul>
<b>Understand</b> explain interpret give examples estimate illustrate	<ul style="list-style-type: none"> <li>• To understand the play in its historical and social context.</li> <li>• To give examples of how to approach the text using drama conventions.</li> <li>• To illustrate costume and characteristics of a character.</li> </ul>
<b>Remember</b> list recognise define recall label	<ul style="list-style-type: none"> <li>• To remember characters from a play.</li> <li>• To define meaning within a script.</li> <li>• To recognise key aspects of a character and how they should be interpreted.</li> </ul>

<p> <b>Create</b>            hypothesise            formulate            design            imagine            compose            develop            improve         </p>	<ul style="list-style-type: none"> <li>• To create polished performance through students' own development and process.</li> <li>• To continue to use creativity through students' own development and understanding of form.</li> <li>• To constantly improve work often through self-motivation.</li> </ul>
<p> <b>Evaluate</b>            recommend            persuade            debate            justify            assess            conclude            determine         </p>	<ul style="list-style-type: none"> <li>• To evaluate their individual impact within a group.</li> <li>• To recommend other forms and styles of drama.</li> <li>• To assess the merit of performance styles and conclude which is most effective.</li> </ul>
<p> <b>Analyse</b>            infer            research            investigate            question            appraise            examine            prioritise            organise         </p>	<ul style="list-style-type: none"> <li>• To analyse work within a group and that of others, identifying and investigating what they create within the devising process as well as within final performance.</li> <li>• To question the audience perception of performance ideas as well as assessing the merits of different approaches.</li> <li>• To investigate different styles of drama form and experiment and use this as a process to create a performance.</li> </ul>
<p> <b>Apply</b>            demonstrate            manipulate            calculate            practise            identify            use         </p>	<ul style="list-style-type: none"> <li>• To apply skills learnt using a wide range of skills involving inventive work.</li> <li>• To identify key areas of success and improvement, realising individual artistic intention.</li> <li>• To practice performance skills until polished using drama conventions to push character development and the piece itself.</li> </ul>
<p> <b>Understand</b>            explain            interpret            give examples            estimate            illustrate         </p>	<ul style="list-style-type: none"> <li>• To explain how to structure devised work developing clear points made and comprehensively used.</li> <li>• To interpret different stimulus giving clear explanation of how they could be created and developed.</li> <li>• To give examples and precise detail of different approaches to devised work.</li> </ul>
<p> <b>Remember</b>            list            recognise            define            recall            label         </p>	<ul style="list-style-type: none"> <li>• To remember acting skills from prior learning and develop them to become secure and sustained.</li> <li>• To define clear responses to stimulus and performances.</li> <li>• To recognise good modes of practice when creating a drama piece.</li> </ul>

<b>Create</b> hypothesise formulate design imagine compose develop improve	<ul style="list-style-type: none"> <li>• To develop ideas from a performance aspect to written work.</li> <li>• To improve understanding of a character.</li> <li>• To create rounded characters through research and practical work.</li> </ul>
<b>Evaluate</b> recommend persuade debate justify assess conclude determine	<ul style="list-style-type: none"> <li>• To evaluate performances of characters and the effects shown.</li> <li>• To justify the reason for taking certain practical approaches to a character.</li> <li>• To determine the outcome of a performance idea through written work.</li> </ul>
<b>Analyse</b> infer research investigate question appraise examine prioritise organise	<ul style="list-style-type: none"> <li>• To analyse character motivation and transpose this to performance skills.</li> <li>• To question characters motivation.</li> <li>• To investigate cultural and historical context.</li> </ul>
<b>Apply</b> demonstrate manipulate calculate practise identify use	<ul style="list-style-type: none"> <li>• To apply key acting skills to develop a deep understanding of certain characters within the given play.</li> <li>• To practice and perfect scenes to enable students to write about how they have acted.</li> <li>• To demonstrate emotions and historical context of characters through performance and written work.</li> </ul>
<b>Understand</b> explain interpret give examples estimate illustrate	<ul style="list-style-type: none"> <li>• To understand how the historical, cultural and social context can be performed shown within a given scene.</li> <li>• To interpret characters through physicalising them using acting skills.</li> <li>• To illustrate costume and set design.</li> </ul>
<b>Remember</b> list recognise define recall label	<ul style="list-style-type: none"> <li>• To remember characters emotions, motivations and interactions.</li> <li>• To define subtext and meaning to a script.</li> <li>• To recognise the social, cultural and historical context and how they should be used within a scene.</li> </ul>

<p> <b>Create</b>            hypothesise            formulate            design            imagine            compose            develop            improve         </p>	<ul style="list-style-type: none"> <li>• To create a scripted performance.</li> <li>• To develop a deeper understanding of characters and the use of relevant acting skills.</li> <li>• To formulate opinions of practical work seen.</li> </ul>
<p> <b>Evaluate</b>            recommend            persuade            debate            justify            assess            conclude            determine         </p>	<ul style="list-style-type: none"> <li>• To self-evaluate and evaluate the acting skills of others.</li> <li>• To justify the use of acting skills used in a play.</li> <li>• To assess the merit of skills used within a performance.</li> </ul>
<p> <b>Analyse</b>            infer            research            investigate            question            appraise            examine            prioritise            organise         </p>	<ul style="list-style-type: none"> <li>• To analyse acting skills used by others and themselves.</li> <li>• To question the use of different acting styles.</li> <li>• To use research to improve acting skills.</li> </ul>
<p> <b>Apply</b>            demonstrate            manipulate            calculate            practise            identify            use         </p>	<ul style="list-style-type: none"> <li>• To apply knowledge of the meaning of acting skills and gestures used in performance.</li> <li>• To practice acting skills using script work.</li> <li>• To demonstrate acting skill used in performance.</li> </ul>
<p> <b>Understand</b>            explain            interpret            give examples            estimate            illustrate         </p>	<ul style="list-style-type: none"> <li>• To understand why skills are used to portray a character.</li> <li>• To give examples of different styles of drama</li> <li>• To interpret meaning behind acting skills used.</li> </ul>
<p> <b>Remember</b>            list            recognise            define            recall            label         </p>	<ul style="list-style-type: none"> <li>• To remember the different roles of theatre workers.</li> <li>• To recall stage directions.</li> <li>• To recognise the skills used in performance.</li> </ul>