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# Εκπαίδευση & Θέατρο

Περιοδική έκδοση για την προώθηση του θεάτρου,  
του εκπαιδευτικού δράματος, του θεατρικού παιχνιδιού  
και των άλλων παραστατικών τεχνών στην εκπαίδευση

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## Progression Chart-Tracking skills, knowledge and understanding in Drama

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### ΔΙΑΒΑΣΤΕ ΤΟ ΑΡΘΡΟ ΠΑΡΑΚΑΤΩ

Το άρθρο αυτό μπορεί να χρησιμοποιηθεί δωρεάν για έρευνα, διδασκαλία και προσωπική μελέτη.  
Επιτρέπεται η αναδημοσίευση μετά από άδεια του εκδότη.

# PROGRESSION CHART - Tracking skills, knowledge and Understanding in Drama

	STRANDS	Level 1	Level 2	Level 3	Level 4
<b>CREATING</b>	<i>responding to, researching and experimenting with stimulus material – the content and context</i>	explore familiar themes and characters, eg responding to teacher in role to explore characters from stories and themes	respond to a variety of stimulus material including playscripts, artefacts, objects and images	work with others in researching the context of the drama (for instance a concept or an event in history)	explore and research factual contexts for drama eg conservation, the law, sharing findings and discussing possible ideas for the drama
	<i>working supportively and creatively with others</i>	plan an imaginative play area with others	suggest how to present ideas in drama through experimenting with others	try different ways of exploring characters and narrative, responding effectively to the techniques used by the teacher	develop each others ideas when devising work based on scenes from novels, poems or plays
	<i>structuring and notating plays and performances</i>	practice and develop ideas for acting out stories	structure simple scenes independently making use of dialogue in the text and improvising their own	record ideas for devised drama, considering appropriate starting points, key moments and endings	devise simple scripts through improvisation, understanding the use of stage directions and drama conventions
	<i>making dramatic action through experimenting with and shaping the elements of drama spoken language, space, sound, gesture, text etc</i>	use simple props and resources in creating drama	select and use props and resources to represent particular meaning	experiment with simple technical resources when creating drama – sound, light, costume	experiment with the elements of drama when developing work and be able to give and receive direction
<b>PERFORMING</b>	<i>working supportively with others in performances</i>	take part in small group and whole class dramas	work sensitively with others in role in small group and whole class dramas	support others when participating in drama for a formal audience (eg school assembly)	work supportively and co-operatively with others in a performance for a public audience
	<i>interpreting narrative and portraying character in performance</i>	adopt a role and be able to answer questions in role	use language which is appropriate to the role	maintain role throughout the scene that is being shared or performed	communicate character through the use of words, movement and gesture
	<i>manipulating the different signs through which drama communicates meaning</i>	use space, sound and movement which is appropriate for the drama	use space, sound and movement to communicate specific meaning	begin to be able to sustain mood and atmosphere effectively in performances	show understanding of theatrical effects for instance in creating tension – sound, silence, stillness,
	<i>realising a range of genres, styles and forms including new forms for different purposes and addressing different audience</i>	present their own stories using more than one form of drama - puppets, using a narrator, etc	contribute to a range of performances using different forms such as puppet and shadow theatre, tableau, dance/drama etc	engage confidently in a range of dramatic techniques structured by the teacher – <i>forum drama, hot seating, thought tracking etc</i>	perform drama that demonstrates understanding of the <i>text</i> (stimulus material) used and begin to understand that form conveys content
<b>RESPONDING</b>	<i>using the language and vocabulary of theatre when talking about plays and analysing plots and performances</i>	use simple drama terms when talking about drama in which they have taken part or that they have seen	express what they liked about a performance, for instance explaining why they liked a particular character or scene	using simple drama terms, discuss the effectiveness of a performance	using a basic drama vocabulary write a response to a drama performance
	<i>using specific criteria to reflect on and evaluate their own and others' performances, and using these responses to adapt and improve work</i>	express and describe their feelings in response to the drama (for instance after the performance of a visiting theatre group)	reflect on their responses to their own drama saying what they wanted to achieve and how it might be improved	comment sensitively on how intended effects have been achieved and suggest ways that their own and others work could be improved	be prepared to accept the comments and ideas of others following a performance and use this to develop their work
	<i>understanding the content explored in the drama and identifying the relationship between it and the form is used</i>	recognise key moments in the drama and be able to say why they used a particular voice or movement in interpreting character	suggest alternative forms of action from those shown in the drama	in groups reflect on the issues or themes that are being explored through the drama	connect the drama with other ways that the issue, theme or story could be explored in other art forms
	<i>making connections between different styles, traditions and genres including live and recorded drama and understanding the cultural/historical context of the drama</i>	talk about dramas that they have seen including TV drama and make simple connections with situations in their own lives	recognise that there are different types of drama and make connections between some of them	recognise and identify different genres in drama such as soap, documentary and pantomime	recognise particular forms of cultural expression in drama such as carnival, ritual, street theatre, etc

Level 5	Level 6	Level 7	Level 8	Exceptional Performance
in responses to a range of stimulus material, including playscripts plan drama, and notate imaginative ideas	in response to a wide range of texts experiment with ways that feelings and responses can be presented in drama	collaborate, modify and adapt ideas as a result of reflection, research and experiment, and show understanding the rehearsal process	research the psychology and context of the characters and experiment with how these can be realised /visualised in performance	demonstrate in working note book thoroughness of research, knowledge and development of ideas with others and appropriateness of decisions taken
work co-operatively and sensitively with others in a group in creating drama	challenge the ideas of others sensitively; contribute appropriate ideas and extend those of others	initiate and respond to ideas and participate in the organisation and direction of drama for a specific purpose and audience	solve problems in the devising process by offering solutions which demonstrate awareness of the skills of the group	be flexible enough to work in a variety of groups, showing sensitivity, commitment and initiative in achieving targets
explore issues and themes and write plays using the conventions of script writing	make an effective contribution to the writing of an imaginative short script as part of a group	interpret, shape and structure in imaginative ways, using a range of forms and styles	explore and use a range of genres, forms and styles in shaping their ideas for producing devised work	be prepared to take risk and interpret, shape and structure drama in consistently imaginative and effective ways
consider how images create meaning and experiment with objects, physical imagery, gesture and space	work in a variety of small groups showing understanding of how dramatic signs and symbols can be used to communicate meaning	be able to work in the abstract and employ different concepts through the use of language, space, sound, gesture, text and form	independently make increasing use of using different techniques, skills, concepts and conventions when devising or interpreting and directing plays	organise the drama effectively, being selective and demonstrating a high level of understanding and purpose in the use of dramatic form
work sensitively and supportively with others in a range of presentations and performances	contribute to the performance of a unified piece of work showing commitment to 'role' or character	working responsibly and sensitively with others, maintain roles/responsibilities in a in a short independently devised piece for another class	work effectively with others with increasing independence in performing plays for different purposes and audiences	participate effectively as part of an ensemble in a variety of plays produced independently, reproducing the performance with good control and an ability to think on feet when needed
using a range of skills participate effectively in short extracts from plays including a play by Shakespeare	communicate convincing character through the effective use of spoken (signed) words, movement and gesture in a short scripted play by a professional playwright	participate effectively in a full length play, showing clear and imaginative interpretations of character, situation and narrative	show insight into the narrative and the motivation and behaviour of characters through the effective use of a range of drama skills, techniques and concepts	demonstrate excellent understanding of dramatic effect in a range of performances, producing work which engages the audience throughout the performance
show awareness of audience using the space in original ways to communicate the intended meaning	apply different ideas to communicate mood and atmosphere in devised or scripted drama performances	use a range of technical and other resources to effectively enhance performances	use a range of techniques, skills and conventions and apply dramatic concepts to communicate meaning in appropriate and sometimes insightful ways	use the expressive potential of the elements of drama in communicating meaning of a range of texts
show basic understanding of the relationship between content and form	communicate the intentions of the playwright through effective use eg of timing, space and language	perform drama which demonstrates good understanding of the relationship between form and content	perform drama which shows good understanding of the way form can be used in original ways	perform drama which demonstrates insight, originality and inspiration in interpretation to the audience
recognise and use a range of theatre terms and connect these with drama they see or in which they take part in and out of school	talk about the ways in which the drama did or did not engage the feelings and thinking of those watching	analyse how plots and characters are portrayed in different dramas using appropriate terminology	using the language and conventions of theatre criticism when evaluating professional and amateur productions seen	write insightfully about productions as a whole, showing recognition and appreciation of the different forms, genres, styles and traditions that they see
when creating and performing, reflect on their own and each others drama work providing constructive responses and ideas for improving it	during the devising process, reflect on work and use responses to develop it further	identify and analyse how effects were achieved, saying how they were intended and whether they were successful	in regular written evaluations, write clearly about their own contribution to the drama using appropriate language and identifying why and how it could be improved	use criteria (agreed by the group and in line with requirements) to evaluate their contribution to a group performance, including the whole rehearsal process
reflect on different ways that the same content can be portrayed	reflect on whether the effects used were pertinent for the content of the drama	consider how a drama about a particular theme or issue could be adapted for a different audience	critically evaluate how the structure and organisation of scenes and plays contribute to dramatic effect	discuss and as a critic, evaluate whether the interpretation of play in performances was appropriate for the content presented
make connections between their drama and that of a wider dramatic culture, including TV drama	explain the characteristics of different types of drama	talk about and explain preferences in drama making connections with different forms and cultural traditions	recognise the work of a range of playwrights and theatre artists	talk about a wide range of theatre, showing good knowledge that supports what they say