

PROFICIENCY ROAD MAP OVERVIEW: Public Performance



YEAR 5

YEAR 6

YEAR 6

I can monitor the interest of the listener and respond appropriately, when I am speaking
I can use a range of techniques for effective speaking when acting, e.g. good posture, effective breathing warming up and practise these
I can project my voice effectively, portraying a character and a range of emotions to interpret a storyline effectively
I can remember a significant number of lines and perform them confidently and independently from memory
I can participate in a range of discussions, presentations, performances, role-play, improvisations and debates

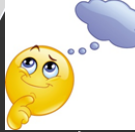


YEAR 4

YEAR 4

I can listen and respond to the contributions of others
I can speak convincingly in the part of a character, adding gestures and actions to my performance and using timing effectively when taking on the role of a humorous character
I can practise and remember the lines for a part in a performance
I can participate in a range of discussions, presentations, performances, role-play, improvisations and debates

YEAR 3



YEAR 2

I can speak audibly and fluently to an audience
I can use my voice to portray a character, to add emphasis or to inject humour into my performance
I can use expression and intonation when speaking aloud, using my voice for emphasis
I can practise and recite some lines alone in a performance, with occasional prompting
I can participate in a range of discussions, presentations, performances and role-play

YEAR 2



YEAR 1

EYFS

I can listen carefully to adults and other children when they are performing, maintaining attention
I can change the volume of my voice to add emphasis to what I am saying
I can practise and say some lines in a group of peers with prompting
I can participate in a range of performances and role-play activities

EYFS



YEAR 5

I can maintain the interest of the listener when I am speaking
I can use a range of techniques for effective speaking when acting, e.g. good posture, effective breathing warming up and practise these
I can speak convincingly in the part of a character, adding gestures and actions to my performance and using timing effectively when taking on the role of a humorous character
I can remember a set of lines and perform them confidently and independently from memory
I can participate in a range of discussions, presentations, performances, role-play, improvisations and debates

YEAR 3

I can speak audibly, fluently and with expression to an audience
I can confidently use my voice to portray a character, to add emphasis or to inject humour into my performance
I can use expression and intonation when speaking aloud, using my voice for emphasis
I can practise and remember the lines for a part in a performance
I can participate in a range of discussions, presentations, performances, role-play, improvisations and debates

YEAR 1

I can speak aloud to an audience
I speak slowly and clearly
I can change my voice when speaking, for example to portray a character or to speak more loudly or quietly to add emphasis
I can practise and recite some lines in a group or alone in a performance with prompting
I can participate in a range of discussions, presentations, performances and role-play