

<b>Assessment Grid</b>			
Subject: <b>Drama</b>		Year: <b>7</b>	Topic/module/theme: <b>Horrible Histories</b>
<b>KS4 target direction</b>	<b>4</b>	<b>6</b>	<b>8(9)</b>
<b>Advanced</b>	Enrichment/extension – reaching, or part of, next pathway → Features of work may include:	Enrichment/extension– reaching, or part of, next pathway → Features of work may include:	Enrichment/extension Features of work may include: The use of verbs in sentences,
<b>Secure</b>  <i>Students must achieve competence in <b>all</b> statements before being judged 'Secure'</i>	<b>Secure</b> Competency statements:  Collaboration: <ul style="list-style-type: none"> <li>Offers their own ideas on narrative and character development, selects the use of some conventions from choices given. Reliable member of the group taking direction well and actively listening to and taking part in creative conversation, Commits to trying different ways of doing things.</li> </ul> Communication: <ul style="list-style-type: none"> <li>Some control of drama conventions and film features, such as still image, mime, role-play, cross-cutting and narration.</li> <li>Maintains concentration in roles, some of which are imaginative.</li> </ul>	<b>Secure</b> Competency statements: Collaboration <ul style="list-style-type: none"> <li>Work in a consistently collaborative way, using drama conventions whilst structuring the story board sketch along with a script. Independently managing others within their remit, giving direction to others.</li> <li>Works well with anyone and uses the whole rehearsal time in an organised way to experiment with and polish work, seldom uses first or only idea.</li> </ul> Communication <ul style="list-style-type: none"> <li>Effective/thoughtful use of pace, pitch, pause tone and movement skills to create a range of roles, and display good control within the full range of classroom styles.</li> </ul>	<b>Secure</b> Competency statements: Collaboration: <ul style="list-style-type: none"> <li>Ideas and issues explored in an analytical, reflective and personal way and different audiences are always considered.</li> <li>Rehearsal time is focused on the visual and emotional engagement of very specific moments in the work embedding the use of the storyboard.</li> </ul> Communication: <ul style="list-style-type: none"> <li>Performs almost flawless characters with excellent use of pace, pitch, pause and tone with consistent fluency of expression, gesture and movement. Maintains consistent rapport with all performers</li> </ul>



	<ul style="list-style-type: none"> <li>• Some use of pitch and other physical/vocal expression.</li> <li>• Some use of pitch and other physical/vocal expression.</li> </ul> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>• Describes how stage space is used to explore relationships, giving clear examples. Identifies where/when drama techniques have been used with some use of key words. Shares basic but workable targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective timing and consistency of meaning displayed throughout a piece of drama. A complex and layered performance is apparent to the audience.</li> <li>• Scenes are developed imaginatively..</li> </ul> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>• Uses lighting, staging, timing and proxemics to enhance the performance. Demonstrates effective timing when using drama conventions and as part of an ensemble. Good performance using characterisation but must be able to perform other duties within the job role successfully.</li> </ul>	<p>and the audience within all classroom/ outside styles.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>• Makes excellent, well justified and thought provoking critical judgments about drama that is already effective without prompt. Always uses sophisticated theatrical devices and terminology to move a discussion forwards; is also articulate in writing.</li> </ul>
<b>Developing</b>	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:
<b>Beginning</b>	Significant gaps	Significant gaps	Significant gaps