

Assessment Grid			
Subject: Drama		Year: 7	Topic/module/theme: The Tempest
KS4 target direction	4	6	8(9)
Advanced	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,
Secure <i>Students must achieve competence in all statements before being judged 'Secure'</i>	<p>Secure Competency statements:</p> <p>Collaboration:</p> <ul style="list-style-type: none"> 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. <p>Communication:</p> <ul style="list-style-type: none"> Some control of drama conventions and film features, such as still image, mime, role-play, cross-cutting and narration. Maintains concentration in roles, some of which are imaginative. 	<p>Secure Competency statements: Collaboration</p> <ul style="list-style-type: none"> Work in a consistently collaborative way, using drama conventions whilst exploring exposition, problem/conflict, build-up of tension, climax and resolution. 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. <p>Communication</p> <ul style="list-style-type: none"> 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. 	<p>Secure Competency statements: Collaboration:</p> <ul style="list-style-type: none"> Ideas and issues explored in an analytical, reflective and personal way and different audiences are always considered. Rehearsal time is focused on the visual and emotional engagement of very specific moments in the work embedding the use of physical theatre, status, characterisation and monologue/duologue. <p>Communication:</p> <ul style="list-style-type: none"> Performs almost flawless characters with excellent use of pace, pitch, pause and tone with consistent fluency of expression, gesture and movement.



	<ul style="list-style-type: none">• Some use of pitch and other physical/vocal expression.• Some use of pitch and other physical/vocal expression. <p>Evaluation:</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Effective timing and consistency of meaning displayed throughout a piece of drama. Excellent grasp of Shakespearean language. Evaluation:• Uses specific examples to justify judgments that are informed and meet lesson objectives (and answer questions posed by the teacher – rather than just comments)• Key words are embedded in all verbal response & comments generally focused on form and structure. Can articulate how proxemics and physicality can communicate status.	<p>Maintains consistent rapport with all performers and the audience within all classroom styles. Near faultless use of Shakespearean language and device.</p> <p>Evaluation:</p> <ul style="list-style-type: none">• 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.
Developing	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:	Mostly secure – one or more gaps For example:
Beginning	Significant gaps	Significant gaps	Significant gaps