

Assessment Grid			
Subject: Drama		Year: 8	Topic/module/theme: Comedy
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 based on rules of comedy and 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> <p>Some control of conventions such as physicality or facial expression. Maintains concentration in roles, some of which are imaginative. Some use of pitch and other physical/vocal expression. Some use of drama strategies to explain story.</p>	<p>Secure Competency statements:</p> <p>Collaboration</p> <ul style="list-style-type: none"> Work in a consistently collaborative way, using drama conventions whilst avoiding obvious or derivative roles and situations. Experiments with different style and genre and is comfortable with all aspects of physicality – lifts/stage fighting/heightened characterisation. 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>	<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.. <p>Communication:</p> <p>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</p>

	<p>Evaluation:</p> <ul style="list-style-type: none"> • Describes how others have created a role or used physicality. Identifies where/when drama techniques have been used with some use of key words. Shares basic but workable targets for both themselves and peers. 	<ul style="list-style-type: none"> • Effective/thoughtful use of pace, pitch, pause tone and movement skills to create heightened characters. Able to comfortably use a range of strategies to engage audience. Displays good control within the full range of styles and characters. • Effective timing and consistency of meaning displayed throughout a piece of drama. <p>Evaluation:</p> <ul style="list-style-type: none"> • 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 clearly consider impact of physical theatre and how voice, body language and heightened characterisation add to the telling of the monkey story. 	<p>and the audience within all classroom styles.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • Makes outstanding, well justified and thought provoking critical judgments about drama that is already effective without prompt. Always uses sophisticated theatrical and terminology to move a discussion forwards; is also articulate in writing and able to consider the role of director/actor in the work. Has a complete grasp of physical theatre and different approaches to characterisation.
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
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