

<b>Assessment Grid</b>			
Subject: <b>Drama</b>		Year: <b>8</b>	Topic/module/theme: <b>Scripts &amp; Staging</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, such as still image and slow motion.</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 avoiding obvious or derivative roles/relationships, staging and situations.</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> <li>Can confidently lead on some ideas when developing characters and relationships within a given scene or stage composition.</li> </ul> Communication <ul style="list-style-type: none"> <li>Effective/thoughtful use of pace, pitch, pause tone and movement skills to create a</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.</li> <li>Characters and relationships employed are complex and subtle with mature responses to others.</li> <li>Confident direction and staging of mature scenes is clear.</li> </ul> Communication: <ul style="list-style-type: none"> <li>Performs almost flawless scenes with excellent use of</li> </ul>

	<ul style="list-style-type: none"> <li>Some use of pitch and other physical/vocal expression.</li> <li>A clear character is evident.</li> <li>Understands space and levels to some degree.</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>	<p>range of roles, and display good control within the full range of classroom styles.</p> <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 specific examples to justify judgments that are informed and meet lesson objectives (and answer questions posed by the teacher – rather than just comments)</li> <li>Key words are embedded in all verbal response &amp; comments generally focused on form and structure.</li> </ul>	<p>pace, pitch, pause and tone with consistent fluency of expression, gesture and movement. Maintains consistent rapport with all performers and the audience within all classroom styles.</p> <ul style="list-style-type: none"> <li>Characters are complex, mature and traits are implicitly embedded within the performance.</li> <li>Scenes are complex, layered and staged with almost faultless delivery techniques.</li> </ul> <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 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

