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| **Key Stage 3 Subject Assessment Grid** | | | |
| Subject:  **Drama** Year: **8**  Topic/Module/Theme: **The Demon Headmaster** | | | |
| **KS4 target direction** | **4** | **6** | **8 (9)** |
| **Advanced (A)** | Enrichment/extension – reaching, or part of, next pathway | Enrichment/extension – reaching, or part of, next pathway | Enrichment/extension |
| **Secure (S)**  *Students must achieve competence in* ***all*** *statements before being judged ‘Secure’* | **Secure**  Competency statements:  **Collaboration:**   * Able to work with others and share ideas and opinions. * Offers some ideas of how to portray character and narrative of The Demon Headmaster. * Can commit to trying different things in performance (voice, physicality etc)   **Communication:**   * Demonstrates some control of vocal or physical skills to create characters from The Demon Headmaster * Can hold concentration in performance. * Can use some drama skills such as levels, voice, body language to communicate status to an audience.   **Evaluation:**   * Can identify effective use of performance skills (peers) and provide either a WWW or EBI. * Can suggest how these skills could apply to their own work. * Can suggest how performance skills can communicate status on stage. | **Secure**  Competency statements:  **Collaboration:**   * Able to work with others and share ideas and opinions which support the learning of others. * Offers ideas of how to portray character and narrative of The Demon Headmaster * Remains focused during rehearsal and can offer ideas for direction of the performance.   **Communication:**   * Demonstrates effective control of vocal & physical skills to create characters from The Demon Headmaster * Can hold concentration for duration of performance * Can confidently use a range of drama skills such as levels, voice, body language to communicate status to an audience.   **Evaluation:**   * Analyse and evaluate use of performance skills and the use of status considering impact on audience * Can link understanding of performance/production skills to own work and suggest ideas to develop. * Creates and shares realistic targets for development (self & peer) | **Secure**  Competency statements:  **Collaboration:**   * Able to work with others and share ideas and opinions which providing specific examples which support the learning of others. * Rehearsal time is focused on the visual and emotional engagement of very specific moments in the text including relationships embedding the use of physical theatre, status, characterisation, and monologue/duologue**.** * **Communication:** * Performance is controlled and considered with excellent use of performance skills to communicate character, relationships and status. * Can analyse how production elements communicate to audience can evaluate their effectiveness. * Can use stage space alongside performance skills to create impact on audience.   **Evaluation:**   * Analyse and evaluate use of performance skills including proxemics and levels considering impact on audience. * Can link understanding of performance/production skills to own work/ that of others and suggest ideas to develop. * Creates and shares specific targets for development (self & peer) |
| **Developing (D)** | Mostly secure – one or more gaps | Mostly secure – one or more gaps | Mostly secure – one or more gaps |
| **Beginning (B)** | Significant gaps | Significant gaps | Significant gaps |