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| **Key Stage 3 Subject Assessment Grid** | | | |
| Subject:  **Drama** Year: **8**  Topic/Module/Theme: **Elizabethan Theatre** | | | |
| **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. Is sensible and shows some commitment in stage combat.   **Communication:**   * Uses either physical or vocal skills (such as eye contact or tone) to communicate character or emotion in performance. * Maintains concentration in performance and uses some Elizabethan performance skills (Iambic pentameter, stage combat, theatre in round) * Can identify some differences between performing in ***End On*** and ***In the Round***   **Evaluation:**   * Describes how physical or vocal skills are used to create character or emotion in performance giving an example. * Shares basic but workable targets. | **Secure**  Competency statements:  **Collaboration:**   * Supports others with stage combat and script work. Shows commitment and focus in stage combat.   **Communication:**   * Use both physical or vocal skills to communicate character and emotion in performance. * Focused performance is engaging and utilises Elizabethan performance skills including Iambic pentameter, stage combat, theatre in round. * Demonstrates understanding of the impact of staging and can connect to contexts of Elizabethan England.   **Evaluation:**   * Describes how performance skills are used to create character, emotion and Elizabethan performance skills in performance giving analytical examples. * identifies where/when drama techniques have been used with use of key vocabulary and considers impact on audience * Creates and shares realistic targets for development (self & peer) | **Secure**  Competency statements:  **Collaboration:**   * Stage combat is focused and well executed in both rehearsal and performance.   **Communication:**   * Use both sophisticated physical or vocal skills to communicate character and emotion in performance. * Focused performance is engaging and utilises Elizabethan performance skills including Iambic pentameter, stage combat, theatre in round with clear consideration of impact on audience * Demonstrates understanding of the impact of all Elizabethan performance skills and can connect to contexts of Elizabethan England and make links to modern performance.   **Evaluation:**   * Describes how performance skills are used to create character, tension and communicate their own interpretations - giving analytical and evaluative examples. * Identifies drama techniques with use of key vocabulary and considers impact on audience as both performer and director. * Creates and shares specific development targets (self and 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 |