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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)
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| **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 |