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| **Key Stage 3 Subject Assessment Grid** |
| Subject:  **Drama** Year: **7**  Topic/Module/Theme: **Shakespeare & The Tempest** |
| **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 Tempest.
* Can commit to trying different things.

 **Communication:** * Demonstrates some control of vocal or physical skills to create characters from The Tempest.
* 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 Tempest.
* 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 Tempest.
* 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)
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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 |