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| **Assessment Grid** | | | |
| Subject: **Drama**  Year:  **7**  Topic/module/theme: **Storytelling** | | | |
| **KS4 target direction** | **4** | **6** | **8** |
| **Advanced** | Enrichment/extension – reaching, or part of, next pathway →  Features of work may include: Combining unison, physical theatre and still image to create engaging storytelling. | Enrichment/extension– reaching, or part of, next pathway →  Features of work may include: Combining status and levels with characterisation to show character. | Enrichment/extension  Features of work may include: Leads group – consistently supporting work of other students. |
| **Secure**  *Students must achieve competence in* ***all*** *statements before being judged ‘Secure’* | **Secure**  Competency statements:  **Collaboration:**   * Offers some ideas on narrative and character development, can offer suggestions for Still Images or improvisation.   Reliable member of the group - actively listening to and taking part in creative conversation.  **Communication:**   * May offer some control of drama conventions and film features, such as still image, mime, role-play, cross-cutting and narration. * Maintains concentration in performance. * Some use of physical or vocal skill (eg body language, pitch, tone etc   **Evaluation:**   * 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. | **Secure**  Competency statements:  **Collaboration**   * Work in a consistently collaborative way, using a variety of drama techniques with a clear focus on narrative arc. * 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.   **Communication:**   * Effective/thoughtful use of pace, pitch, pause tone and movement skills to create a range of roles, and display good control with use of physical theatre. * Effective timing and consistency of meaning displayed throughout a piece of drama.   **Evaluation:**   * Uses specific examples to justify judgments that are informed and meet lesson objectives * Key words are embedded in all verbal response & comments demonstrate both analysis and evaluation. | **Secure**  Competency statements:  **Collaboration:**   * Ideas and issues explored in an analytical, reflective, and personal way and different audiences are always considered. * Rehearsal time is focused on the visual and emotional engagement of very specific moments in the work embedding the use of the story arc.   **Communication:**   * Performs almost flawless characters with excellent use of pace, pitch, pause and tone with consistent fluency of expression, gesture, and movement. Maintains consistent rapport with all performers and the audience throughout performances.   **Evaluation:**   * Makes informed & well justified critical judgments about drama that are already effective without prompt. Uses sophisticated subject terminology in discussion & written work. |
| **Developing** | Mostly secure – one or more gaps  For example: Can hold a still image but offers little in terms of character. | Mostly secure – one or more gaps  For example:  Can hold still images but lacks variation in tone of voice and characterisation. | Mostly secure – one or more gaps  For example:  Some excellent characterisation but could perhaps demonstrate more variety in tone and pace. |
| **Beginning** | Significant gaps | Significant gaps | Significant gaps |

