

Assessment Grid			
Subject: Drama		Year: 7	Topic/module/theme: War
KS4 target direction	4	6	8(9)
Advanced	Enrichment/extension – reaching, or part of, next pathway → Features of work may include:	Enrichment/extension– reaching, or part of, next pathway → Features of work may include:	Enrichment/extension Features of work may include: The use of verbs in sentences,
Secure <i>Students must achieve competence in all statements before being judged 'Secure'</i>	<p>Secure Competency statements:</p> <p>Collaboration:</p> <ul style="list-style-type: none"> Offers their own ideas on narrative, selects the use of some conventions from choices given. Reliable member of the group taking direction well and actively listening to and taking part in creative conversation, <p>Communication:</p> <ul style="list-style-type: none"> Some control of drama conventions, such as still image and slow motion and teacher in role. Maintains concentration in roles, playing wartime characters. Some use of pitch and other physical/vocal expression. 	<p>Secure Competency statements: Collaboration</p> <ul style="list-style-type: none"> Work in a consistently collaborative way, using drama conventions whilst avoiding obvious or derivative roles and situations showing of detailed understanding of war. 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. During 'over the top' works as director for their group <p>Communication</p> <ul style="list-style-type: none"> Effective/thoughtful use of pace, pitch, pause tone and movement skills to create a range of roles, and display good control playing 	<p>Secure Competency statements: Collaboration:</p> <ul style="list-style-type: none"> 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. Ensuring that the sensitive subject matter of war are always considered. <p>Communication:</p> <ul style="list-style-type: none"> Performs almost flawless characters with excellent use of pace, pitch, pause and tone with consistent fluency of expression, gesture and movement. Maintains consistent



	<p>Evaluation:</p> <ul style="list-style-type: none"> Describes how others have created their wartime character giving clear examples. Identifies where/when drama techniques have been used with some use of key words. "The group used soundscape well to create a battlefield". 	<p>characters from 'No more heroes' and 'Journeys end'.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> Uses specific examples to justify judgments that are informed and meet lesson objectives (and answer questions posed by the teacher – rather than just comments) A knowledge of war is evident in all verbal response & comments generally focused on form and structure.. 	<p>rapport with all performers within tasks especially teacher in role lessons.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> Makes excellent, well justified and thought provoking critical judgments about drama that is already effective without prompt. Always uses sophisticated theatrical and terminology to move a discussion forwards; demonstrates excellent understanding through their 'leaving for war' monologue.
Developing	<p>Mostly secure – one or more gaps For example:</p>	<p>Mostly secure – one or more gaps For example:</p>	<p>Mostly secure – one or more gaps For example:</p>
Beginning	<p>Significant gaps</p>	<p>Significant gaps</p>	<p>Significant gaps</p>