

<b>Assessment Grid</b>			
Subject: <b>Drama</b>		Year: <b>8</b>	Topic/module/theme: <b>Comedy</b>
<b>KS4 target direction</b>	<b>4</b>	<b>6</b>	<b>8(9)</b>
<b>Advanced</b>	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,
<b>Secure</b>  <i>Students must achieve competence in <b>all</b> statements before being judged 'Secure'</i>	<p><b>Secure</b> Competency statements:</p> <p>Collaboration:</p> <ul style="list-style-type: none"> <li>Offers their own ideas based on rules of comedy and selects the use of some conventions from choices given.</li> <li>Reliable member of the group taking direction well and actively listening to and taking part in creative conversation,</li> <li>Commits to trying different ways of doing things.</li> </ul> <p>Communication:</p> <p>Some control of conventions such as physicality or facial expression. Maintains concentration in roles, some of which are imaginative. Some use of pitch and other physical/vocal expression. Some use of drama strategies to explain story.</p>	<p><b>Secure</b> Competency statements:</p> <p>Collaboration</p> <ul style="list-style-type: none"> <li>Work in a consistently collaborative way, using drama conventions whilst avoiding obvious or derivative roles and situations. Experiments with different style and genre and is comfortable with all aspects of physicality – lifts/stage fighting/heightened characterisation.</li> <li>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.</li> </ul> <p>Communication</p>	<p><b>Secure</b> Competency statements: Collaboration:</p> <ul style="list-style-type: none"> <li>Ideas and issues explored in an analytical, reflective and personal way and different audiences are always considered.</li> <li>Rehearsal time is focused on the visual and emotional engagement of very specific moments in the work..</li> </ul> <p>Communication:</p> <p>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</p>

	<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Describes how others have created a role or used physicality. Identifies where/when drama techniques have been used with some use of key words. Shares basic but workable targets for both themselves and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective/thoughtful use of pace, pitch, pause tone and movement skills to create heightened characters. Able to comfortably use a range of strategies to engage audience. Displays good control within the full range of styles and characters.</li> <li>• Effective timing and consistency of meaning displayed throughout a piece of drama.</li> </ul> <p>Evaluation:</p> <ul style="list-style-type: none"> <li>• Uses specific examples to justify judgments that are informed and meet lesson objectives (and answer questions posed by the teacher – rather than just comments)</li> <li>• Key words are embedded in all verbal response &amp; comments generally focused on form and structure. Can clearly consider impact of physical theatre and how voice, body language and heightened characterisation add to the telling of the monkey story.</li> </ul>	<p>and the audience within all classroom styles.</p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Makes outstanding, 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; is also articulate in writing and able to consider the role of director/actor in the work. Has a complete grasp of physical theatre and different approaches to characterisation.</li> </ul>
<b>Developing</b>	<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>



<b>Beginning</b>	Significant gaps	Significant gaps	Significant gaps
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