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| **Key Stage 3 Subject Assessment Grid** | | | |
| Subject:  **Drama** Year: **8**  Topic/Module/Theme: **A Shop Selling Speech** | | | |
| **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:**   * Reliable member of the group - actively listening to and taking part in creative conversation.   **Communication:**   * Use either physical or vocal skills (such as eye contact or tone) to create moments of tension in performance. * Maintains concentration in performance. * Contribute to group discussion of themes in the play   **Evaluation:**   * Describes how physical or vocal skills are used to create character or tension in performance giving examples. * identifies where/when drama techniques have been used with some use of key words. * Shares basic but workable targets. | **Secure**  Competency statements:  **Collaboration:**   * Key member of the group – suggesting ideas for development of performance and making clear links to themes of the play.   **Communication:**   * Use both physical or vocal skills (such as eye contact or tone) to create tension in performance and demonstrate a clear character. * Focused performance is engaging * Contribute to group discussion of themes in the play and how these can be conveyed in performance.   **Evaluation:**   * Describes how performance skills are used to create character or tension in performance giving analytical examples. * identifies where/when drama techniques have been used with use of key vocabulary * Creates and shares realistic targets for development (self & peer) | **Secure**  Competency statements:  **Collaboration:**   * Integral member of the group – alongside suggesting ideas is able to refine and develop making informed choices linking to the themes of the play and beyond.   **Communication:**   * Uses performance skills to create tension to impact and audience and demonstrate a complete character. * Focused performance is engaging and has a clear rapport with other performers. * Contributes to group discussion of themes in the play and how these can be conveyed in performance as a performer and director.   **Evaluation:**   * Describes how performance skills are used to create character, tension and communicate their own interpretations - giving analytical examples. * identifies where/when drama techniques have been used with use of key vocabulary and evaluates effectiveness * Creates and shares specific development targets (self and peer) |
| **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 |