


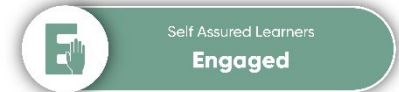


KS3 DRAMA ASSESSMENT STATEMENTS – YEAR 7 AND 8




Developing		Secure		Expert	
Speaks with confidence on stage using some aspects of characterisation	<input type="checkbox"/>	Confidently communicates on stage demonstrating considered characterisation	<input type="checkbox"/>	Can effectively communicate multiple characters	<input type="checkbox"/>
Is aware of some aspects of characterisation	<input type="checkbox"/>	Meaning is consistently communicated successfully	<input type="checkbox"/>	Can effectively communicate multiple characters and be successful in meeting their intentions	<input type="checkbox"/>
There is some awareness of other actors on stage	<input type="checkbox"/>	There is a consistent and considered awareness of others on stage and audience	<input type="checkbox"/>	Personal interpretation demonstrates a sound degree of appropriate in relation to given context	<input type="checkbox"/>
There is an awareness of audience	<input type="checkbox"/>	Physical theatre is used to aid the aim of the performance.	<input type="checkbox"/>	Intentions are entirely achieved	<input type="checkbox"/>
Can identify the aim of a performance	<input type="checkbox"/>	Can communicate clearly how aims and intentions are met in both their own performances and that of others.	<input type="checkbox"/>	Personal interpretation is completely appropriate in relation to given context (social, cultural, political and historical)	<input type="checkbox"/>
Drama techniques and their purpose can be identified, and their effect clearly explained	<input type="checkbox"/>	Can communicate, in detail, a character's motivations	<input type="checkbox"/>	An outstanding contribution to the piece as a whole	<input type="checkbox"/>
Can constructively identify areas of improvement in a performance	<input type="checkbox"/>	Staging is used to aid the communicate of meaning	<input type="checkbox"/>	Many inventive qualities present in the work	<input type="checkbox"/>

CURRICULUM INTENT:

In the drama department at Myton, we aim to deliver a curriculum that challenges and inspires our students, encourages them to be aspirational in their achievements both in the classroom and beyond it. Our curriculum is planned based on the requirements from A-Level and GCSE to underpin the three strands of assessment; creating theatre (devised), reading theatre (scripted) and writing *about* theatre (text study). It is our aim that the delivery of these schemes of learning is consistently high across the department. We intend for the combination of subject knowledge, passion, and an enjoyment of study to lead our students to become actors, directors, designers, and playwrights.



KS3 DRAMA ASSESSMENT STATEMENTS – YEAR 9

Developing		Secure		Expert	
Overall performance is sound.	<input type="checkbox"/>	Overall performance is mostly successful.	<input type="checkbox"/>	Overall performance has great success with relation to its given aim.	<input type="checkbox"/>
Speaks with confidence on stage using some aspects of characterisation	<input type="checkbox"/>	Confidently communicates on stage demonstrating considered and sensitive characterisation	<input type="checkbox"/>	Can effectively communicate multiple characters and/or centralised character whilst remaining sensitive to context of theme of the play.	<input type="checkbox"/>
There is some awareness of other actors on stage and an awareness of audience.	<input type="checkbox"/>	There is a consistent and considered awareness of others on stage and audience	<input type="checkbox"/>	Personal interpretation demonstrates a sound degree of appropriate in relation to context	<input type="checkbox"/>
Physical theatre is attempted to communicate location to the audience.	<input type="checkbox"/>	Physical theatre is used to aid the aim of the performance and suggest location and/or feelings.	<input type="checkbox"/>	Physical theatre is used with great success to support the performance in its aim.	<input type="checkbox"/>
Can identify the aim of a performance	<input type="checkbox"/>	Can communicate clearly how aims and intentions are met in both their own performances and that of others.	<input type="checkbox"/>	Personal interpretation is completely appropriate in relation to given context (social, cultural, political and historical)	<input type="checkbox"/>
When required, there is an attempt to write script.	<input type="checkbox"/>	Script is appropriately written.	<input type="checkbox"/>	Script is appropriate and sensitive to given topic in relation to the chosen context.	<input type="checkbox"/>
<i>Written:</i>					
Can write, in descriptive detail, about what they see on stage.	<input type="checkbox"/>	Can embed some subject terminology when writing about performances.	<input type="checkbox"/>	Are consistently able to use subject terminology when writing about performances.	<input type="checkbox"/>
Can write about their own acting choices with some thought about other actors on stage.	<input type="checkbox"/>	Can write about their own acting choices with considered thought about other actors on stage and in line with the play's context.	<input type="checkbox"/>	Can write about their own acting choices with consistent and appropriate consideration of other actors whilst stage and in line with the play's context.	<input type="checkbox"/>
Audience is considered.	<input type="checkbox"/>	Effect on audience is considered.	<input type="checkbox"/>	Effect on audience is considered, appropriate and articulated well.	<input type="checkbox"/>

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