

KS3 'Stages of Excellence': Performing Arts - Drama

	Year 7	Year 8	Year 9
4.Extending	<p>Performing and group work</p> <ul style="list-style-type: none"> I can use my tone, pitch, pace and volume effectively to present a character. I can stay in character for the entire performance. I can use body language and movement effectively to present a character. I use rehearsal time effectively to prepare for performance and collaborate with group members by sharing and listening to ideas. I can create and present my interpretation of the play clearly to an audience. I can effectively incorporate drama techniques such as tableaux, thought-track, proxemics and freeze frames. My performance is well organised, and I am aware of my responsibilities when performing in front of an audience. I can choose vocabulary and language to match the person, place and time required my characters situation creativity. <p>Evaluation and written work</p> <ul style="list-style-type: none"> My Written and Oral evaluations reflect the knowledge and understanding of all the skills and techniques. I evaluate my own work and that of my peers and discuss: What went well, even better if. My homework shows commitment and effort and is handed in on time. I can use research with some of my own reflections. My spelling, punctuation and grammar show accuracy and the style of my writing is appropriate. 	<p>Performing and group work</p> <ul style="list-style-type: none"> I can use my tone, pitch, pace, pause and volume effectively to present a character in an intense atmosphere. I can stay in character for the entire performance. I can use gestures, stillness, body language and movement effectively to present a character in an intense atmosphere. I can work with any members of the class. I can offer many of my own ideas to group work which demonstrate creativity and imagination and benefits my own work and the work of others. I use rehearsal time effectively to prepare for performance and collaborate with group members by sharing and listening to ideas. I can create and present my interpretation of the play clearly to an audience. I can effectively incorporate drama techniques to create an intense atmosphere and horror genre performance. My performance is well organised, and I am aware of my responsibilities when performing in front of an audience. I can choose vocabulary and language to match the person, place and time required my characters situation creativity. <p>Evaluation and written work</p> <ul style="list-style-type: none"> My Written and Oral evaluations reflect good knowledge and understanding of all the skills and techniques. I evaluate my own work and that of my peers and discuss: What went well, even better if. My work and homework shows good commitment, creativity and independent thought. Spelling, punctuation and grammar shows only minor errors and the selected form and style are suitable. 	<p>Performing and group work</p> <ul style="list-style-type: none"> I can use my tone, pitch, pace, pause and volume effectively to present a character. I can stay in character for the entire performance. I can create range characters with originality and flair whilst staying committed throughout the performance. I can use gestures, stillness, body language and movement effectively to present a character. I can perform using techniques and, in any genre, style or stage type with excellent control. My devised drama reflects the influences of a range of theatre practitioners. I can work with any members of the class. I can offer many of my own ideas to group work which demonstrate creativity and imagination and benefits my own work and the work of others. I use rehearsal time effectively to prepare for performance and collaborate with group members by sharing and listening to ideas. I can create and present my interpretation of the play clearly to an audience. I am able to help others feel more comfortable in group work and involve them in group, listening to their ideas and offering advice independently. My performance is well organised, and I am aware of my responsibilities when performing in front of an audience. I can choose vocabulary and language to match the person, place and time required my characters situation creativity. <p>Evaluation and written work</p> <ul style="list-style-type: none"> Both my written and oral evaluations reflect a excellent knowledge and understanding of all the skills and techniques. I consistently evaluate my own work and that of my peers and I am always able to discuss 'What went well, even better if' and know what to do to improve. My work shows excellent commitment, creativity and independent thought. My spelling, punctuation and grammar is faultless, and the selected forms and styles are appropriate.
3.Secure	<p>Performing and group work</p> <ul style="list-style-type: none"> I can use my tone, pitch, pace and volume with some attention to detail to present a character. I can stay in character most of the performance. I can use body language and movement with some attention to detail to present a character. I collaborate with group members by sharing and listening to ideas but occasionally get distracted during rehearsals. I can present my interpretation of the play but it lacks clarity. I can effectively incorporate drama techniques such as tableaux, thought-track, proxemics and freeze frames. My performance is mostly organised, and I am aware of most of my responsibilities when performing in front of an audience. I can choose vocabulary and language to match the person, place and time required my characters situation creativity. <p>Evaluation and written work</p> <ul style="list-style-type: none"> My Written and Oral evaluations reflect some knowledge and understanding of all the skills and techniques. I evaluate my own work and that of my peers and discuss: What went well, even better if but I may need advice on how to improve. My homework shows commitment and effort and is handed in on time. 	<p>Performing and group work</p> <ul style="list-style-type: none"> I can use my tone, pitch, pace, pause and volume with some attention to detail to present a character in an intense atmosphere. I can stay in character for most of the performance. I can use gestures, stillness, body language and movement with some attention to detail to present a character in an intense atmosphere. I can work with other members of the class but not all. I use rehearsal time to prepare for performance and collaborate with group members by sharing some and listening to ideas. I can create and present my interpretation of the play but it can lack clarity. I can effectively incorporate some drama techniques to create an intense atmosphere and horror genre performance. My performance is mostly organised, and I am aware of my responsibilities when performing in front of an audience. I can choose vocabulary and language to match the person, place and time required my characters situation creativity. <p>Evaluation and written work</p> <ul style="list-style-type: none"> My Written and Oral evaluations reflect some knowledge and understanding of all the skills and techniques. I evaluate my own work and that of my peers and discuss: What went well, even better if but I may need advice on how to improve. My homework shows commitment and effort and is handed in on time. 	<p>Performing and group work</p> <ul style="list-style-type: none"> I can use my tone, pitch, pace, pause and volume with some attention to detail to present a character. I can stay in character for most of the performance. I can use gestures, stillness, body language and movement with some attention to detail to present a character. I can perform using techniques and, in any genre, style or stage type with some control. My devised drama reflects the influences of a range of theatre practitioners but lacks clarity. I can work with any members of the class. I can offer many of my own ideas to group work which demonstrate creativity and imagination and benefits my own work and the work of others. I use rehearsal time effectively to prepare for performance and collaborate with group members by sharing and listening to ideas, but I may get distracted. I can create and present my interpretation of the play clearly to an audience. My performance is organised, and I am aware of my responsibilities when performing in front of an audience. I can choose vocabulary and language to match the person, place and time required my characters situation creativity. <p>Evaluation and written work</p>

	<ul style="list-style-type: none"> • I can use research with some of my own reflections. • My spelling, punctuation and grammar show accuracy and the style of my writing is appropriate. 	<ul style="list-style-type: none"> • I can use research with some of my own reflections. • Spelling, punctuation and grammar shows only minor errors and the selected form and style are suitable. 	<ul style="list-style-type: none"> • Both my written and oral evaluations reflect some knowledge and understanding of all the skills and techniques. • I evaluate my own work and that of my peers and I am always able to discuss 'What went well, even better if' but may need advice on how to improve. • My work and homework mostly shows commitment, creativity and independent thought. • My spelling, punctuation and grammar shows only minor errors, and the selected forms and styles are suitable.
2.Developing	<p>Performing and group work</p> <ul style="list-style-type: none"> • I use some voice skills like tone, pitch, pace and volume to present a character. • I usually stay in character in some of the performance. • I use some body language and movement to present a character. • I usually collaborate with group members by sharing and listening to ideas but get distracted during rehearsals and/or distract others. • I can present my interpretation of the play but it lacks clarity. • I can incorporate some drama techniques such as tableaux, thought-track, proxemics and freeze frames. • I usually use some vocabulary and language to match my character. • My performance does not meet the expected time requirement but shows some creativity. <p>Evaluation and written work</p> <ul style="list-style-type: none"> • I usually need help to complete written and oral evaluations. • I usually try to evaluate my own work and that of my peers and make a small attempt to discuss 'What went well, Even better if'. • My work reflects very little knowledge and understanding of all the strategies, conventions mediums and elements used by myself and others. • My homework shows some effort but may not be handed in on time. • My spelling, punctuation and grammar show an attempt at accuracy. 	<p>Performing and group work</p> <ul style="list-style-type: none"> • I use some of my tone, pitch, pace, pause and volume to present a character in an intense atmosphere. • I usually stay in character in some of the performance. • I can use some gestures, stillness, body language and movement with some attention to detail to present a character in an intense atmosphere. • I usually only work with people that I am comfortable with. • I can create and present my interpretation of the play but it can lack clarity. • I can incorporate some drama techniques to create an intense atmosphere and horror genre performance. • My performance is mostly organised, and I am aware of my responsibilities when performing in front of an audience. • I usually choose vocabulary and language to match the person, place and time required my characters situation creativity. <p>Evaluation and written work</p> <ul style="list-style-type: none"> • I usually need help to complete written and Oral evaluations. • I usually try to evaluate my own work and that of my peers and discuss: What went well, even better if but I may need advice on how to improve. • My homework shows commitment and effort but is not always handed in on time. • I can use research with some of my own reflections. • My spelling, punctuation and grammar show an attempt at accuracy. 	<p>Performing and group work</p> <ul style="list-style-type: none"> • I use some of my tone, pitch, pace, pause and volume to present a character. • I usually stay in character for some of the performance. • I can use gestures, stillness, body language and movement to present a character. • I can perform using some techniques and, in any genre, style or stage type with some control. • My devised drama reflects some the influences of a range of theatre practitioners but also lacks clarity. • I can work with some members of my class. • I use rehearsal time to prepare for performance and listening to ideas, but I may get distracted and/or distract others. • My performance is organised, and I am aware of my responsibilities when performing in front of an audience. • I usually choose vocabulary and language to match the person, place and time required my characters situation creativity. <p>Evaluation and written work</p> <ul style="list-style-type: none"> • I usually need help to complete written and Oral evaluations. • I usually try to evaluate my own work and that of my peers and discuss: What went well, even better if but I may need advice on how to improve. • My homework shows commitment and effort but is not always handed in on time. • I can use research with some of my own reflections. • My spelling, punctuation and grammar show an attempt at accuracy.
1.Novice	<p>Performing and group work</p> <ul style="list-style-type: none"> • I rarely use voice skills like tone, pitch, pace and volume to present a character. • I rarely stay in character during the performance. • I rarely use body language and movement to present a character. • I usually only work with my friends. • I try to collaborate with group members by listening to ideas but get distracted during rehearsals and/or distract others. • I sometimes use some vocabulary and language to match my character. • My performance does not meet the expected time requirement but shows some creativity. <p>Evaluation and written work</p> <ul style="list-style-type: none"> • I find it difficult to complete oral and written evaluations without help. • I sometimes try to evaluate my own work and that of my peers and make a small attempt to discuss 'What went well, Even better if'. I always need advice on how to improve. • My work makes rare use of subject specific language. • My work reflects very little knowledge and understanding skills and techniques. • My spelling, punctuation and grammar show very little accuracy. 	<p>Performing and group work</p> <ul style="list-style-type: none"> • I rarely use my tone, pitch, pace, pause and volume to present a character in an intense atmosphere. • I rarely stay in character in some of the performance. • I rarely use some gestures, stillness, body language and movement with some attention to detail to present a character in an intense atmosphere. • I usually only work with my friends. • I try to collaborate with group members by listening to ideas but get distracted during rehearsals and/or distract others. • I sometimes use some vocabulary and language to match my character. • My performance does not meet the expected time requirement but shows some creativity. <p>Evaluation and written work</p> <ul style="list-style-type: none"> • I find it difficult to complete oral and written evaluations without help. • I sometimes try to evaluate my own work and that of my peers and make a small attempt to discuss 'What went well, Even better if'. I always need advice on how to improve. • My work makes rare use of subject specific language. • My work reflects very little knowledge and understanding skills and techniques. • My spelling, punctuation and grammar show very little accuracy. 	<p>Performing and group work</p> <ul style="list-style-type: none"> • I rarely use my tone, pitch, pace, pause and volume to present a character. • I rarely stay in character for some of the performance. • I rarely use gestures, stillness, body language and movement to present a character. • I perform using limited techniques and, in any genre, style or stage type with some control. • My devised drama includes techniques but does not clearly reflect some the influences of a range of theatre practitioners. • I usually only work with my friends. • I try to collaborate with group members by listening to ideas but get distracted during rehearsals and/or distract others. • My performance does not meet the expected time requirement but shows some creativity. <p>Evaluation and written work</p> <ul style="list-style-type: none"> • I find it difficult to complete oral and written evaluations without help. • I sometimes try to evaluate my own work and that of my peers and make a small attempt to discuss 'What went well, Even better if'. I always need advice on how to improve. • My work makes rare use of subject specific language. • My work reflects very little knowledge and understanding skills and techniques. • My spelling, punctuation and grammar show very little accuracy.