

DRAMA YEAR 8 ASSESSMENT TARGETS SJF CATHOLIC HIGH SCHOOL, WIGAN

	CREATING	PERFORMING	EVALUATING
ADVANCED GRADE 4	I am very <u>creative</u> and look at ways to <u>make my work interesting</u> .	I perform <u>clear characters</u> with <u>confident use of physical and vocal skills</u> which is <u>sustained</u> .	My evaluations will be <u>written clearly</u> and contain <u>detailed justifications</u> for my opinion. My <u>spelling will be accurate</u> for all but very difficult words.
	I <u>look at the work</u> I create and develop it to <u>make it better</u> . I use my rehearsal time wisely and <u>solve problems that arise myself</u> ( or with my group).	I can <u>use different performance</u> conventions, non-linear timelines / abstract work correctly. The <u>purpose</u> of the piece is very clear to the audience.	My feedback features <u>drama terminology</u> confidently. I comment on the <u>effectiveness</u> of the piece regarding the storyline, techniques and <u>effect upon the audience</u> .
INTERMEDIATE GRADE 3	I can suggest different <u>techniques, acting skills and conventions</u> to use in my piece.	I perform <u>in different styles</u> and show <u>understanding of genres</u> of performances.	I can give feedback about the performance, <u>talking about plot, techniques and effects upon the audience</u> .
	I <u>use my development time</u> wisely and look at ways to <u>make my work better</u> .	I can perform <u>clear characters</u> and there is use of <u>voice, movement and gesture</u> which is <u>sustained</u> within performance.	I offer <u>constructive comments</u> about work with <u>suggestions for improvement</u> . I use <u>drama vocabulary</u> and <u>most spelling</u> is accurate.
FOUNDATION GRADE 2	I <u>work with the group</u> to create a performance. I can <u>support others</u> and encourage everyone to participate.	I <u>perform confidently</u> and know how to <u>use the performance space</u> . I am <u>aware of the audience</u> .	I can <u>pick out effective drama techniques</u> and <u>identify what their contribution or impact</u> has been in a performance.
	I can <u>suggest drama techniques</u> to use in performance.	I use <u>multiple drama techniques</u> in a performance.	My written evaluation <u>uses drama vocabulary</u> correctly.
EMERGING GRADE 1	I can <u>offer ideas / suggestions</u> to the group and say <u>why they would be good</u> in our piece.	I use more than <u>one characterisation skill</u> when performing. (Voice, movement, gesture).	I can <u>compare my work</u> to other groups and identify areas where I could improve.
	I can create a performance which is <u>organised well</u> .	I can hold the <u>attention of the audience</u> when performing.	I can say <u>what was good and why</u> .
	I <u>work with my group</u> to create a performance. I <u>suggest ideas</u> .	My piece has a clear beginning, middle and end. I freeze to show I have finished and the story makes sense.	I <u>can pick out what needs to be improved</u> and <u>offer a way</u> to do this, with some detail.