

DRAMA YEAR 9 ASSESSMENT TARGETS SJF CATHOLIC HIGH SCHOOL, WIGAN

	CREATING	PERFORMING	EVALUATING	WRITING	SPAG
ADVANCED *GRADE 5*HGP*	I can <u>develop and refine</u> my skills whilst devising, providing precise details of my process.	I can demonstrate a <u>very wide range of theatrical skill</u> consistently in my performance. I have a good sense of <u>personal interpretation</u> which demonstrates insight of character.	I can discuss how meaning is communicated through a wide range of drama terminology covering <u>both acting and production design skills</u> .	I can clearly identify the <u>characteristics of performance text</u> including knowledge of structure, character, plot, language, creation of mood and atmosphere, dramatic climax and subtext.	I write in a formal style, using paragraphs and a variety of connectives. I use very good punctuation, including speech marks.
	I can creatively <u>respond to stimulus</u> in order to create <u>insightful and original work</u> .	My work has many <u>inventive qualities</u> to bring an effective piece which realises <u>individual artistic intent</u> .	I understand the <u>roles and responsibilities</u> of theatre makers in contemporary professional practice.	I can identify <u>social, cultural and historical contexts</u> including knowledge of theatre conventions at that time.	I use a very good range of drama words and I only make spelling errors with ambitious vocabulary.
INTERMEDIATE 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> .	I reflect on performance with thoughtful comments, identifying strengths and some improvements.	My evaluations will be <u>written clearly</u> and contain <u>detailed justifications</u> for my opinion.	I write in a formal style, usually with paragraphs and a range of sentence types with some connectives.
	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 conventions, non-linear timelines / abstract work</u> 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> .	I make little <u>reference to social, historical and cultural influences</u> on the drama. I make little reference to <u>ideas of a practitioner or playwright</u> .	I use a good range of drama words with generally accurate spelling. I use very good end of sentence punctuation.
FOUNDATION 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 can describe what I did in performance and give simple <u>reasons why</u> , usually using drama language.	I use <u>drama vocabulary</u> and <u>most spelling</u> is accurate.
	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 make limited reference to <u>social, historical and cultural influences</u> on the drama. I make limited reference to <u>ideas of a practitioner or playwright</u> .	I write in a logical way, using different sentence types. I use basic punctuation; capital letters, full stops, question marks etc.
EMERGING GRADE 2	I <u>work with the group</u> to create a performance. I can <u>support others and encourage everyone</u> 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 state what I did in performance, sometimes using drama language.	I sometimes use paragraphs, my sentences are linked with simple connectives; and, like, and so etc.
	I can <u>suggest drama techniques</u> to use in performance.	I use <u>multiple drama techniques</u> in a performance.	I can give basic reasons for why I like or dislike drama I have seen.	I might note social OR historical OR cultural ideas within the drama.	I usually use basic punctuation; capital letters, full stops, question marks etc. I <u>use drama vocabulary</u> correctly; which is usually spelt correctly.