

'Drama', our approach to assessing progress in Year 7



	AO1 Create and develop ideas to communicate meaning for theatrical performance	A02 Apply theatrical skills to realise artistic intentions in live performance	A03 Demonstrate knowledge and understanding of how drama and theatre is developed and performed	A04 Analyse and evaluate their own work and the work of others
4 Outstanding	<p>I can frequently demonstrate reasonable insight and sensitivity in working in a group to produce a performance.</p> <p>I can demonstrate a mostly secure awareness of the relationship between scripts and dramatic styles and genre, generating, exploring and developing my ideas appropriately.</p>	<p>I can recall, select and communicate reasonable knowledge and reasonable understanding of plays and other types of drama. (I can talk about the work I am creating using knowledge about the play and compare it to other work I have been in.)</p> <p>I can apply and adapt a reasonable range of practical skills well. (i.e. Freeze frame/facial expressions/voice/character)</p> <p>I can perform a role with reasonable creativity and originality to communicate my ideas. This is consistent in performance. (I stay in character and don't laugh)</p>	<p>I have secure communicative and reflective skills. I.e. I can improve my work as the rehearsal goes on.</p> <p>And talk about how I did it and reflect on how well I did with clear examples.</p> <p>I show a mostly good understanding of drama terminology and use it accurately and appropriately. (unison, canon, formation, levels, freeze frame, proxemics)</p>	<p>I show a reasonable critical awareness of work in progress in terms of design, their own contribution and that of others. (I can give peer feedback when I watch a piece and I can write clearly about both my work and the work of others)</p> <p>I show a reasonable awareness of audience, work well in the group and respond to the leadership of others as well as contributing to their work.</p>
Evidence				
3 Good	<p>I can demonstrate some reasonable insight and sensitivity in working in a group to produce a performance.</p> <p>I can demonstrate an awareness of the relationship between texts and dramatic styles and of social context and genre.</p>	<p>I can recall, select and communicate some reasonable knowledge and some reasonable understanding of plays and other types of drama. (I can talk about the work I am creating using knowledge about the play and compare it to other work I have been in.)</p> <p>I apply and adapt a reasonable range of practical skills. i.e. Freeze frame/facial expressions/voice/character)</p> <p>I perform a role with some creativity and originality to communicate my ideas. This is consistent in performance. (I stay in character and don't laugh)</p>	<p>I have reasonable communicative and reflective skills. I.e. I can improve my work as the rehearsal goes on.</p> <p>And talk about how I did it and reflect on how well I did with clear examples.</p> <p>I show a reasonable understanding of drama terminology and use it mostly accurately and appropriately.(unison, canon, formation, levels, freeze frame, proxemics)</p>	<p>I mostly show a reasonable critical awareness of work in progress in terms of design, their own contribution and that of others. (I can give peer feedback when I watch a piece and give myself targets to improve.)</p> <p>I show a reasonable awareness of audience, work well in the group and respond to the leadership of others.</p>
Evidence				
2 Age Related	<p>I demonstrate some limited insight and sensitivity in working in a group to produce a performance.</p> <p>I demonstrate some limited awareness of the relationship between texts and dramatic styles and of social context and genre.</p>	<p>I recall, select and communicate with some limited knowledge and understanding of plays and other types of drama. (I can talk about the work I am creating using knowledge about the play.)</p> <p>I apply a limited range of practical skills to some effect. i.e. Freeze frame/facial expressions/voice</p> <p>I perform a simple role to communicate their ideas, sometimes effectively.</p>	<p>I have some straightforward communicative and reflective skills. I.e. I can improve my work as the rehearsal goes on.</p> <p>And talk about how I did it.</p> <p>I show some limited understanding of drama terminology and use it with some accuracy. (unison, canon, formation, levels, freeze frame, proxemics)</p>	<p>I show some limited critical awareness of work in progress in terms of design, their own contribution and that of others. (I can give peer feedback when I watch a piece)</p> <p>I show some limited awareness of audience and provide some limited support to the group.</p>
Evidence				
1 Working Towards	<p>I demonstrate a basic ability in working in a group to produce a performance.</p> <p>I demonstrate a basic understanding of the relationship between scripts and dramatic styles and genre.</p>	<p>I recall, select and communicate some basic understanding of plays and other types of drama. (I can talk about the work I am creating.)</p> <p>I apply basic practical skills. i.e. Freeze frame/facial expressions</p> <p>I perform a role at a basic level to communicate my ideas.</p>	<p>I have basic communicative and reflective skills. I.e. I can improve my work as the rehearsal goes on.</p> <p>I show a basic understanding of drama terminology and use it in a generalised manner. (unison, canon, formation, levels, freeze frame, proxemics)</p>	<p>I show a basic critical awareness of work in progress in terms of design, their own contribution and that of others. (I can give peer feedback when I watch a piece)</p> <p>I show a basic awareness of audience, and a basic commitment to the group is evident.</p>
Evidence				