

AWL Drama

Year 7 , 8, 9

Assessment related to Creating/Performing/ Responding/Evaluating

Assessment	Term	Assessment	Term	Assessment	Term
Yr 7 – Introduction to Drama – basic performance skills.	Autumn	Yr 8 – Commedia - Physical theatre/ stock characters improvisation	Autumn	Yr 9 – Monologues – writing, direct address. Creative writing.	Autumn
Yr 7 Devised Showcase Embedding learnt skills by creating own performance.	Autumn	Yr 8 – Melodrama , / characterisation Stock characters/stock plots/ performance style	Autumn	Yr 9 - Showcase Preparation- Script skills/blocking/creating character/ from page to stage performance.	Autumn
Yr 7 - Exploring environmental issues through character based drama.	Spring	Yr 8 – Exploring Mental Health Through issue based Drama. Creating role and using TIR	Spring	Yr 9 – Showcase Performance skills	Spring
Yr 7 - Gothic Horror story . Creating atmosphere and tension. Learning about Genre.	Spring	Yr 8 – Factual based Drama , exploring PSHE issues and creating character/ writing in role.	Spring	Yr 9 – Joyriding -To develop spontaneous improvisation skills To understand issues of peer pressure and drink driving	Spring
Yr 7 - Making Shakespeare easy exploring Language, Character	Summer	Yr 8 – Musicals - Audition, Production skills preparation	Summer	Yr 9 – Forum Theatre – Understand the skills needed to create Forum theatre	Summer
Yr 7 Greek Theatre Exploring myths using Greek theatre performance style eg Chorus	Summer	Yr 8 – Musicals -Cross curricular Dance/music/drama Showcase	Summer	Yr 9 - Devising from a stimulus	Summer

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Descriptor year 7	CREATE Create and develop ideas.	PERFORM Apply theatrical skills in performance.	RESPOND Knowledge and understanding of how theatre is developed and performed	EVALUATE Analyse & evaluate their own work and that of others.
Excelling	Contributes ideas well to their group and is capable of showing good leadership skills. Their own creations are well planned. Can recognise / use various different Drama techniques with confidence and creativity.	Can consistently stay in role for the whole of a performance. Lines set to learn are delivered with very few mistakes. Can perform a variety of convincing characters with confidence.	Demonstrates a good understanding of the theory of the style in use. Written work shows a good level of analysis, with confident awareness of strengths and weaknesses.	Can respond to questions and feedback in class with comments that are thoughtful and positive. Makes good suggestions for improvement with reflection.
Extending	Makes positive contributions to a group, sharing ideas and showing some leadership. Their own creations are beginning to show development. Can recognise / use Drama techniques with growing confidence and creativity.	Can stay in role for most of the performance with few distractions. Any lines set to learn are delivered with occasional prompting. Can perform characters with confidence and originality.	Demonstrates an understanding of the theory of the style in use. Written work beginning to show a detailed level of explanation, with clear awareness of strengths and weaknesses.	With some encouragement, they can respond to questions and feedback in class with comments that show some reflective thought. Makes suggestions for improvement with some reflection.
embedding	Will make reasonable suggestions and contribution to their groups work. Their own creations use a simple structure. Can recognise and use different Drama techniques with reasonable confidence.	Can stay in role for good parts of their performance, occasionally struggling to focus. Lines are performed with prompting. Can perform a character that shows some thought and detail.	Demonstrates a reasonable understanding of the theory of the style in use. Written work is often brief, but with some explanation of strengths and weaknesses.	Can respond to questions and feedback in class with basic descriptive responses. Makes reasonable suggestions for improvement.
secure	Will be more comfortable being led by others in a group situation. Their own creations are basic. Can use basic Drama techniques with some success.	Can stay in a role they have created for some of the performance. Struggle to remember scripted lines / or stay focused.	Demonstrates some understanding of the theory of the style in use. Written work is basic. Describes rather than explains.	Can respond to questions with simple statements. Makes simple suggestions for improvement.

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		Can choose some appropriate movement and voice for a simple character.		
developing	Sometimes does as instructed by other group members. Their own creations are simple. Can use basic techniques	Can play a simple character but struggles to maintain this. Scripted lines are not learnt. Can create a character similar to themselves.	Demonstrates basic understanding of the theory of the style in use. Written work is basic with simple statements.	Can respond to questions with basic statements. Makes basic suggestions for improvement.
Beginning	Does not show awareness of other group members. Own creations can be basic. Will use basic Drama techniques.	Becomes a very basic character but cannot stay in role. Does not know scripted lines. Creates characters the same as themselves.	Limited understanding of the style in use. Written reflections are very basic & lack reflection.	Describes what they saw. Makes no suggestions for improvement.

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Descriptor year 8	CREATE Create and develop ideas.	PERFORM Apply theatrical skills in performance.	RESPOND Knowledge and understanding of how theatre is developed and performed	EVALUATE Analyse & evaluate their own work and that of others.
Excelling	A strong leader who is very committed to the drama keeping the working atmosphere positive and productive. Their own creations are confidently and creatively planned. Uses Drama techniques very creatively & with very effective original results.	Can stay in role throughout with impressive commitment to performances. Lines are delivered with flair, confidently and with a sense of character. Can construct and perform a wide variety of characters with depth and sensitivity.	Demonstrates an excellent understanding of the theory of the style in use/Practitioners. Written reflections show an excellent level of analysis and evaluation, perceptive comments on strengths/weaknesses.	Can respond to questions and feedback in class very well, showing a deep understanding of Drama. Makes detailed suggestions for improvement, reflecting throughout.
Extending	Contributes ideas very well to their group showing good leadership skills. Their own creations are confidently planned. Can recognise and use a variety of Drama techniques with confidence and creativity.	Can consistently stay in role for the whole of a performance. Lines set to learn are delivered without mistakes. Can perform a variety of convincing characters with confidence and originality.	Demonstrates a very good understanding of the theory of the style in use. Written work shows a good level of analysis and evaluation, with strong awareness of strengths and weaknesses.	Can respond to questions and feedback in class intelligently with analysis. Makes detailed suggestions for improvement, reflecting consistently.
embedding	Contributes ideas well to their group and is capable of showing good leadership skills. Their own creations are well planned. Can recognise / use various different Drama techniques	Can consistently stay in role for the whole of a performance. Lines set to learn are delivered with very few mistakes. Can perform a variety of convincing characters with confidence.	Demonstrates a good understanding of the theory of the style in use. Written logs show a good level of analysis, with confident awareness of strengths and weaknesses.	Can respond to questions and feedback in class with comments that are thoughtful and positive. Makes good suggestions for improvement with reflection.

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	with confidence and creativity.			
secure	Makes positive contributions to a group, sharing ideas and showing some leadership. Their own creations are beginning to show development. Can recognise / use Drama techniques with growing confidence and creativity.	Can stay in role for most of the performance with few distractions. Any lines set to learn are delivered with occasional prompting. Can perform characters with confidence and originality.	Demonstrates an understanding of the theory of the style in use. Written logs begin to show a detailed level of explanation, with clear awareness of strengths and weaknesses.	With some encouragement, they can respond to questions and feedback in class with comments that show some reflective thought. Makes suggestions for improvement with some reflection.
developing	Will make reasonable suggestions and contribution to their groups work. Their own creations use a simple structure. Can recognise and use different Drama techniques with reasonable confidence.	Can stay in role for good parts of their performance, occasionally struggling to focus. Lines are performed with prompting. Can perform a character that shows some thought and detail.	Demonstrates a reasonable understanding of the theory of the style in use. Written logs are often brief, but with some explanation of strengths and weaknesses.	Can respond to questions and feedback in class with basic descriptive responses. Makes reasonable suggestions for improvement.
Beginning	Will be more comfortable being led by others in a group situation. Their own creations are basic. Can use basic Drama techniques with some success.	Can stay in a role they have created for some of the performance. Struggle to remember scripted lines / or stay focused. Can choose some appropriate movement and voice for a simple character.	Demonstrates some understanding of the theory of the style in use. Written logs are basic. Describes rather than explains.	Can respond to questions with simple statements. Makes simple suggestions for improvement.

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Descriptor year 9	CREATE Create and develop ideas.	PERFORM Apply theatrical skills in performance.	RESPOND Knowledge and understanding of how theatre is developed and performed	EVALUATE Analyse & evaluate their own work and that of others.
Excelling	A productive leader who creates a positive atmosphere. Own creations are brilliantly written showing outstanding confidence and creativity. Has complete control over Drama techniques, using	Is completely committed to the roles they play / performance. Lines are delivered faultlessly, with creative and confident characterisation. Has complete control over the skills needed to perform entirely convincing characters.	Written reflections are outstanding with perceptive and intelligent reflection. Advanced understanding of the theory of the style, including reference to practitioners. Written reflections show an exceptional level of analysis and evaluation throughout.	Can respond to questions and feedback in class with perceptive comments whilst challenging ideas. Makes structured suggestions for improvement, reflecting on skills and end result throughout.

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	them with original / impressive results.			
Extending	A strong leader who is very committed to the drama keeping the working atmosphere positive and productive. Their own creations are confidently and creatively planned. Uses Drama techniques very creatively & with very effective original results.	Can stay in role throughout with impressive commitment to performances. Lines are delivered with flair, confidently and with a sense of character. Can construct and perform a wide variety of characters with depth and sensitivity.	Demonstrates an excellent understanding of the theory of the style in use/Practitioners. Written reflections show an excellent level of analysis and evaluation, perceptive comments on strengths/ weaknesses.	Can respond to questions and feedback in class very well, showing a deep understanding of Drama. Makes detailed suggestions for improvement, reflecting throughout.
embedding	Contributes ideas very well to their group showing good leadership skills. Their own creations are confidently planned. Can recognise and use a variety of Drama techniques with confidence and creativity.	Can consistently stay in role for the whole of a performance. Lines set to learn are delivered without mistakes. Can perform a variety of convincing characters with confidence and originality.	Demonstrates a very good understanding of the theory of the style in use. Written work show a good level of analysis and evaluation, with strong awareness of strengths and weaknesses.	Can respond to questions and feedback in class intelligently with analysis. Makes detailed suggestions for improvement, reflecting consistently.
secure	Contributes ideas well to their group and is capable of showing good leadership skills. Their own creations are well planned. Can recognise / use various different Drama techniques with confidence and creativity.	Can consistently stay in role for the whole of a performance. Lines set to learn are delivered with very few mistakes. Can perform a variety of convincing characters with confidence.	Demonstrates a good understanding of the theory of the style in use. Written work show a good level of analysis, with confident awareness of strengths and weaknesses.	Can respond to questions and feedback in class with comments that are thoughtful and positive. Makes good suggestions for improvement with reflection.
developing	Makes positive contributions to a group, sharing ideas and showing	Can stay in role for most of the performance with few distractions. Any lines set to	Demonstrates an understanding of the theory of the style in use.	With some encouragement, they can respond to questions and

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	<p>some leadership. Their own creations are beginning to show development. Can recognise / use Drama techniques with growing confidence and creativity.</p>	<p>learn are delivered with occasional prompting. Can perform characters with confidence and originality.</p>	<p>Written work begins to show a detailed level of explanation, with clear awareness of strengths and weaknesses.</p>	<p>feedback in class with comments that show some reflective thought. Makes suggestions for improvement with some reflection.</p>
Beginning	<p>Will make reasonable suggestions and contribution to their groups work. Their own creations use a simple structure. Can recognise and use different Drama techniques with reasonable confidence.</p>	<p>Can stay in role for good parts of their performance, occasionally struggling to focus. Lines are performed with prompting. Can perform a character that shows some thought and detail.</p>	<p>Demonstrates a reasonable understanding of the theory of the style in use. Written work is often brief, but with some explanation of strengths and weaknesses.</p>	<p>Can respond to questions and feedback in class with basic descriptive responses. Makes reasonable suggestions for improvement.</p>