**Year 1: ASK Yourself!**

 **DRAMA: Component 1 – Devising Performance 40%**

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|  **S** | **Launching****Grades 1-2** |  **Developing****Grades 3-4** |  **Progressing****Grades 5-6** |  **Mastering****Grades 7-9** |
| **SKILLS** |  |  |  |
| **PRACTICAL PERFORMANCE** |
|  | **I can, WITH HELP create work that I can show ‘SOME ABILITY’ to…** | **I can** **REGULARLY create work that I can show ‘CLEAR ABILITY’ to…** | **I can SUCCESSFULLY & OFTEN create work that I can show ‘EFFECTIVE ABILITY’ to…** | **I canSKILFULLY create work that I can show ‘COMPREHENSIVE & SUSTAINED ABILITY ’ to…** |
| **AO2 Theatrical Skills in Performance(15 Marks)** | PERFORMER |
| * Creates a basic individual performance, demonstrating some ability to combine and apply vocal and physical skills. Which include facial expressions, body language. posture, gestures, tone, pitch, pace and pause.
* Practical performance isn’t always convincing as characterisation is sometimes an extension of your own mannerisms.
* Considers physicality and can show slight control when applying use of space, gesture, stillness, and stance.
* In performance there may be obvious lapses in focus, energy and confidence that detract from the overall performance.
* Demonstrates sometimes an understanding of style, genre, and theatrical conventions.
* A performer who can sometimes lack confidence.
 | * Creates a clear individual performance, demonstrating the ability to combine and apply vocal and physical skills. Which include facial expressions, body language. posture, gestures, tone, pitch, pace and pause.
* Practical performance has some elements that distinguish you from the role you are playing.
* Clearly considers physical control demonstrated when applying use of space, gesture, stillness and stance.
* In performance there is adequate focus, that will show energy and confidence that generally contributes to the overall performance.
* Demonstrates generally sound understanding of style, genre, and theatrical conventions.
* A performer with some confidence.
 | * Creates an effective and secure individual performance, demonstrating the ability to consistently combine and apply vocal and physical skills. Which include facial expressions, body language. posture, gestures, tone, pitch, pace and pause.
* Practical performance shows a consideration to embody a role physically and vocally.
* Effectively considers physical control demonstrated when applying use of space, gesture, stillness and stance.
* In performance there is a good focus, that will show energy and confidence that contributes to the overall performance.
* Demonstrates a good understanding of style, genre, and theatrical conventions.
* A confident & well-rehearsed performer.
 | * Creates a confident individual performance, demonstrating the ability to consistently combine and apply vocal and physical skills. Which include facial expressions, body language. posture, gestures, tone, pitch, pace and pause.
* An accomplished ability to embody a role physically and vocally and consider the impact of this role on an audience.
* Consistently considers physical control demonstrated when applying use of space, gesture, stillness and stance.
* In performance there is an outstanding focus, that will show energy and confidence that contributes to the overall performance.
* Demonstrates a very good understanding of style, genre, and theatrical conventions.
* A confident & well-rehearsed performer & cast member.
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| **DESIGNER** |
| * Creates a basic design, demonstrating some ability to combine and apply design skills.
* Design often inconsistent for the performance.
* Inconsistent use of visual/audio elements to create mood, atmosphere, and style.
* Limited ability to design creatively with the time given.
* The design slightly supports the performers and there is not a clear intent shown to the audience.
* The design is unfinished and needs further development and creativity.
* The designer shows basic consideration of production elements in performance.
 | * Creates a generally clear design, showing a developing ability to apply skills.
* Design is mostly consistent for the performance.
* Suitable use of visual/audio elements to enhance mood, atmosphere, and style.
* There is an ability to design creatively with the time given.
* The design clearly supports the performers and there is a communication of creative intent to the audience.
* Design is partly developed and shows emerging creativity.
* Designer shows a clear understanding of the production elements within performance
 | * Creates an effective design, demonstrating a convincing ability to use and combine skills. All aspects of design are engaging and effective.
* Secure and sustained use of visual/audio elements to enhance mood, atmosphere and style and create impact.
* A confident and sustained ability to design creatively with the time.
* Effective ability to create a design that supports the communication of creative intent to the audience.
* There is consistent attention to design considerations that enhance the production.
* The design is in-depth and shows effective refinement and creativity.
* Design shows an effective understanding of the practical application of materials and production elements in performance.
 | * Creates an accomplished design, demonstrating an ability to employ and combine skills. All aspects of design are highly engaging, dynamic, and skilful.
* Comprehensive and skilful use of visual/audio elements to enhance mood, atmosphere and style and create impact.
* A complete and skilful ability to design creatively within the time given and with the resources given.
* Accomplished ability to create a design that supports the communication of creative intent to the audience
* There is comprehensive attention to design considerations that that are integral to the production.
* The confident design shows an accomplished level of refinement and innovation.
* Design shows a comprehensive understanding of the practical application of materials and production elements in performance.
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| **WRITTEN COURSEWORK** |
| **K** | **Launching****Grades 1-2** | **Developing****Grades 3-4** | **Progressing****Grades 5-6** | **Mastering****Grades 7-9** |
| **KNOWLEDGE**  |  |  |  |
|  | **I can, WITH HELP offer knowledge of…** | **I can REGULARLY offer knowledge of….** | **I can SUCCESSFULLY & OFTEN offer knowledge of…** | **I can SKILFULLY & ALWAYS give knowledge of…** |
| **AO1 Process in Rehearsal & Performance (30 Marks)** | * In writing I can give basic explanations of the creative ideas of performance work.
* I can sometimes discuss rehearsals and performance work.
* I may describe what I/my group did rather than explain. refinement.
* For some students: I may not have completed the work, or it is well below word count.
 | * In writing I can give explanations of the creative ideas of performance work.
* I can distinguish and discuss rehearsals and performance work.
* I sometimes describe what I/my group did rather than explain using visual examples
 | * In writing I can give clear explanations of the creative ideas of performance work.
* I can distinguish and discuss rehearsals and performance work in a process.
* I give visual examples of what I/my group did to explain key moments and can say why I used these.
 | * In writing I can give detailed explanations of the creative ideas of performance work.
* I can distinguish and discuss rehearsals and performance work demonstrating and understanding of the devising process.
* I am fully confident in my response.
* I give visual examples of what I/my group did to explain key moments which I justify the creative decision.
* Students at the top end of Mastering will be faultless in their response.
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| **AO4 Evaluation & Analysis (15 Marsk)** | * I can consider an audience and say why I created the work.
* I may use limited and inconsistent use of drama terminology, which may not always be appropriate.
 | * I can consider an audience and say why I created the work and the impact it may create.
* I may use some drama terminology, but not as consistently as I should.
 | * I can consider an audience and say why I created the work and the impact it may create.
* I can discuss & evaluate what I learned in the process.
* My use of drama terminology is good and I use it correctly.
 | * I consistently consider an audience and say why I created the work and the impact it may create.
* I can discuss & evaluate what I learned in the process and make suggestions to improve work effectively.
* My use of drama terminology is consistent and well used.
* Students at the top end of Mastering will be faultless in their response.
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