**Year 10: ASK Yourself!**

**DRAMA: Autumn Term 2: C1 Performing – Frantic Assembly**

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|  | **Launching**  **Level 1** | **Developing**  **Level 2** | **Progressing**  **Level 3** | **Mastering**  **Level 4** |
|  | **SKILLS** |  |  |  |
| **PRACTICAL** | **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 can SKILFULLY create work that I can show ‘SECURED & SUSTAINED ABILITY ’ to…** |
| * 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 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 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 skilfully the 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. |
| **Autumn Term 2: C1 Theory– Frantic Assembly** | | | | |
|  | **Launching**  **Level 1** | **Developing**  **Level 2** | **Progressing**  **Level 3** | **Mastering**  **Level 4** |
| **K** | KNOWLEDGE |  |  |  |
| **VERBALLY** | **I can,  WITH HELP verbally and in writing discuss work that shows ‘SOME ABILITY’ to…** | **I can**  **REGULARLY verbally and in writing discuss work that shows ‘CLEAR ABILITY’ to…** | **I can SUCCESSFULLY & OFTEN verbally and in writing discuss work that shows ‘EFFECTIVE ABILITY’ to…** | **I can SKILFULLY verbally and in writing discuss work that shows ‘SECURED & SUSTAINED ABILITY ’ to…** |
| **DISCUSSION**   * Feedback and my discussion is with my teacher. * Offering feedback on things I liked. | **DISCUSSION**   * Feedback and my discussion is to my teacher and peers in a group. * Offering feedback on things I liked and why. * Can suggest what something meant through symbolism. | **DISCUSSION**   * Feedback and my discussion is to the class. * Offering evaluation through constructive direction and the importance of this to improve practical work. * Understands analysis and can strive to find meaning in work. | **DISCUSSION**   * Feedback and my discussion is to my teacher and class. * Offering evaluation through constructive direction and the importance of this to improve practical work Making analytical comments on what I felt something meant or could mean. |
| **WRITTEN** | **WRITTEN**   * 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. * 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. * For some students: I may not have completed the work, or it is well below word count. | **WRITTEN**   * 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 * 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. | **WRITTEN**   * 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. * 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. | **WRITTEN**   * 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 give visual examples of what I/my group did to explain key moments which I justify the creative decision. * 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. |