**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 canSKILFULLY 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.
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| **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 canSKILFULLY 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.
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| **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.
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