**Year 9: ASK Yourself!**

**Drama**

**Spring Term: C2 & 3 – The Woman in Black – by Stephen Mallatrat**

**S**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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…** |
| **PART 1 – PEFORMING & DIRECTING** | | | |
| * Demonstrating some practical creation and rehearsing ideas from the script. * Demonstrate the ability to perform role-plays using key drama skills learned previously. * Explore the key themes within the script in practical work. * Use Characterisation both physically & vocally to create appropriate roles. | * Demonstrating a general practical creation and rehearsing and beginning to refine ideas from the script * Demonstrate the ability to perform and offer ideas to role-plays using key drama skills & genres learned previously. * Explore the key themes within the script in practical work. * Use Characterisation both physically & vocally to create appropriate roles. | * Demonstrating a consistent approach to practical creation and can rehearse and refine ideas from the script in rehearsals. * Demonstrate creatively the ability to perform & direct role-plays using key drama skills & genres learned previously. * Explore the key themes within the script and show insight to this in performance. | * Demonstrating a strong & consistent approach to practical creation and can rehearse and refine ideas from the script in rehearsals. * Demonstrate creatively the ability to perform & direct role-plays using key drama skills & genres learned previously. * Explore the key themes within the script and show insight to this in performance considering audience impact. |
| **PART 2 - TECHNICAL THEATRE** | | | | |
| **DESIGN** | * **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…** |
| * Demonstrate some understanding of lighting, sound, set and costume within the play text. * Work as both a performer and designer to explore key scenes within the text at times being more successful in one role rather than both. * Demonstrates some design ability and is able to create design aspects in performance with help. * Practically demonstrates some understanding of the play text and the genre/style and time period in which it is set. * Works independently and as part of a team. | * Demonstrating a general understanding of lighting, sound, set and costume within the play text. * Work as both a performer and designer to explore key scenes within the text with some success as both. * Demonstrates some understanding to design and is able to physically create design aspects in performance. * Practically demonstrates understanding of the play text and the genre/style and time period in which it is set and practical work sometimes considers these. * Works independently and as part of a team and can take on roles in directing, designing and performing well. | * Demonstrating a consistent understanding of lighting, sound, set and costume within the play text. * Work as both a performer and designer to explore key scenes within the text with equal success as both. * Demonstrates creativity to design and is able to physically create design aspects in performance with creativity. * Practically demonstrates understanding of the play text and the genre/style and time period in which it is set. Practical work is often linked to these. * Works well independently and as part of a team and shows a developed understanding of director, designer and performer roles. | * Demonstrating a strong & consistent understanding of lighting, sound, set and costume within the play text * Work as both a performer and designer to explore key scenes within the text with confidence and success as both. * Demonstrates insight to design and is able to physically create design aspects in performance with detailed creativity and skill. * Practically demonstrates a strong understanding of the play text and the genre/style and time period in which it is set. Practical work is constantly linked to these. * Works successfully independently and as part of a team and consistently demonstrates understanding of director, designer and performer roles creatively and with insight. |
| **Autumn Term 1: C2 & C3– The Woman in Black** | | | | |
|  | **Launching**  **Level 1** | **Developing**  **Level 2** | **Progressing**  **Level 3** | **Mastering**  **Level 4** |
| **K** | KNOWLEDGE |  |  |  |
| **VERBALLY** | **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…** |
| **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. |