**Year 10: ASK Yourself!**

**Drama**

**Autumn Term 1: C2 & 3 – Blackout by Davey Anderson**

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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…** |
| * 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. * Can show some consideration to the time period, style and genre of the text. | * 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. * Practically demonstrates understanding of the time period, style and genre of the text. | * 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. * Practically demonstrates understanding of the time period, style and genre of the text and performance work is linked to this. | * 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. * Practically demonstrates understanding of the time period, style and genre of the text and performance and directorial work is linked to this. |
| **Autumn Term: C2 & C3 Blackout** | | | | |
|  | **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. |