**Year 10: ASK Yourself!**

**Drama: Autumn Term 1: C1 Devising – Frantic Assembly**

**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…** |
| * Demonstrating some practical creation and rehearsing the devising techniques of Frantic Assembly. * Demonstrate some ability to perform work using Chair Duets, Around by Through, Push Hands, Choral Movement, Synchronisation, 3 Chair Rule and Clear the Space. * Explore the key themes within the topic in practical work. * Show some understanding of using music in performance. * Use some stimuli to devise Frantic Assembly inspired work. | * Demonstrating a general practical creation and rehearsing and beginning to refine ideas from the topic. * Demonstrate the ability to perform work using Chair Duets, Around by Through, Push Hands, Choral Movement, Synchronisation, 3 Chair Rule and Clear the Space. * Explore the key themes within the topic in practical work. * Show clear understanding of using music in performance. * Use stimuli to devise Frantic Assembly inspired work with clear understanding. | * Demonstrating a consistent approach to practical creation and can rehearse and refine ideas from the topic in rehearsals. * Demonstrate creatively the ability to perform work using Chair Duets, Around by Through, Push Hands, Choral Movement, Synchronisation, 3 Chair Rule and Clear the Space. * Explore the key themes within the topic and show insight to this in performance. * Show effective understanding of using music in performance. * Use stimuli to devise Frantic Assembly inspired work with creatively and effective understanding of how and where to use physical theatre work. | * Demonstrating a strong & consistent approach to practical creation and can rehearse and refine ideas from the topic in rehearsals. * Demonstrate creatively the ability to perform work using Chair Duets, Around by Through, Push Hands, Choral Movement, Synchronisation, 3 Chair Rule and Clear the Space. * Explore the key themes within the topic and show insight to this in performance considering audience impact. * Show secure understanding of using music in performance. * Use stimuli to devise Frantic Assembly inspired work with creatively to show meaning to an audience. * Demonstrates secure understanding of how and where to use physical theatre work to create impact for an audience. |
| **Autumn Term 1: C1 Theory – Frantic Assembly** | | | | |
|  | **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. * I can research topics to support my written and classwork. * 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. * I can research topics to support my written and classwork and mention these in the work I create. | **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. * I can research topics and quote these in the work I create using them to support my work. | **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. * I can research topics and citate these in my work to support comments and show detailed understanding. |