

Drama KS3 Assessment - GOLD

Year 9

Throughout Year 9 students develop 5 key core skills: (1) Knowledge & Understanding (2) Creativity (3) Performance (4) Evaluation and Analysis (5) Wider/Career skills. The schemes of work outlined below each provide the opportunity for the students to enhance and develop their ability of all the core skills throughout lessons.

Overview	Knowledge: What will they Learn?	Skills: Understanding - what will they be able to do?	Literacy - Key Terminology	Assessment
Autumn Term 1 and Spring Term 1 Hard to Swallow	To begin to explore the script Hard to Swallow. To understand what Anorexia is, the causes and the health risks. To complete written assessment for topic showing current knowledge and understanding. To create a physical scene focusing on symbolism. To continue to explore the script Hard to Swallow.	I will understand the themes of the play with confidence. I will understand the meaning of anorexia and the health risks which it can bring. I will complete my written assessment to a high standard showing my knowledge and understanding of previous techniques learnt. I will work in a group effectively to create an imaginative and creative scene using symbolism. I will continue to understand the themes of the play with sensitivity. I will understand how the relationships between the family change and develop.	Characterisation Physical Theatre Hot Seating Proxemics Levels Freeze frames / Still Image Thought Tracking Narration Cross-Cutting Flashback Conscience Alley Mark the Moment Mime Symbolism Abstract Non-Naturalistic Communication Audience Intent Symbolic Movement Transitions Atmosphere Tension Pace	Key vocabulary task /10 Creating characters /10 Puppetry performance /10 Collaboration / group work /10 Practical Assessment Peer /Self / Teacher on performance

	To understand the developing relationships in the Dunbar family. To create a scene focusing on the relationships and change of atmosphere. To continue to explore the script Hard to Swallow and understand Catherine's first admission to hospital. To understand the developing relationships in the Dunbar family and the manipulation of Catherine. To create a selection of still images that represents Catherine's need to get home adding dialogue and non-verbal communication. To understand how anorexia can take control over a family and its effects on the relationships. To create a scene focusing on the idea of puppetry to create tension in a performance. To understand how physical theatre can be used in a scene to show pace, atmosphere and tension.	I will understand Catherine's thoughts of her admission to hospital with sensitivity. I will understand the developments in the family throughout the play. I will create an imaginative scene being able to identify the key moments within the scene and use these to mark the moment with clearly selected dialogue to support the performance. I will be able to show an understanding of anorexia and the effects this can have on a family. I will create an imaginative and creative scene using puppetry effectively. I will focus on how physical theatre and pace can effectively be used in a performance to enhance the scene. I will create an imaginative and creative scene using physical theatre confidently. I will complete my written assessment to a high standard showing my	Tone Pitch Gestures Music	
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	To create a scene focusing on the idea of physical theatre and stylised movement. To complete a written assessment for the topic showing a development in knowledge and understanding. To understand how conscience alley can be added into a performance to create tension. To create a scene focusing on the idea of non-naturalistic and symbolic movements to show understanding of Catherine’s thoughts.	knowledge and understanding of previous techniques learnt. I will be able to use conscience alley effectively in a scene. I will be able to create an imaginative scene with a conscience alley to explain Catherine’s thoughts.														
Progress check	What measurable criteria will you use to determine who is Above Expected, Expected, Expected, Below Expected? Assessment grades based upon the key core skills covered in practical and written tasks: <table><tr><td>Above Expected</td><td>90% -100%</td><td>36 - 40</td></tr><tr><td>Expected</td><td>76% - 89%</td><td>31 - 35</td></tr><tr><td>Below</td><td>66% - 75%</td><td>26 - 30</td></tr><tr><td>Cause for concern</td><td>0% - 65%</td><td>0 - 25</td></tr></table>				Above Expected	90% -100%	36 - 40	Expected	76% - 89%	31 - 35	Below	66% - 75%	26 - 30	Cause for concern	0% - 65%	0 - 25
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Spring Term 2 / Summer Term 1/ 2 Performing Arts Project Legally Blonde	Introduction to the Performing Arts Musical Project. To maintain confidence, enjoyment and further develop and showcase skills learnt in Dance, Drama and Music throughout KS3. To participate independently and responsibility in a professional setting in putting together a mini musical production. To prepare and rehearse set work within the chosen focused area, for the final performance. To demonstrate Wider/Career skills and professionalism to perform and participate in the production showcase within specific chosen area - (link to the Dance, Drama & Music GCSE specifications).	All students: I will confidently be able to identify the themes from the show accurately and give relevant examples. I will confidently know who the main characters are in the show and be able to describe their character profiles accurately. I will confidently know the storyline from the show and be able to retell the story accurately. I will confidently be able to identify my strengths within the three performing arts subjects (Dance, Drama and Music) and select the most suitable role to highlight and develop my skills during this project. (Main character, ensemble including singing and dancing, design and technical team, musician) I will be able to offer detailed and evaluative comments using relevant key vocabulary for both peer and self reflection. I will be able to set detailed and relevant personal SMART targets confidently focusing on reflection and progression.	All students: 1. Musical 2. Performance 3. Themes 4. Characters 5. Script 6. Ensemble 7. Costume 8. Set 9. Lighting 10. Sound 11. Creativity 12. Proxemics 13. Performance Etiquette 14. Teamwork 15. Communication Cast: 1. Physical Skills 2. Spatial awareness 3. Movement memory 4. Body Language 5. Facial Expression 6. Gesture 7. Eye Contact 8. Projection 9. Choreography 10. Dynamics 11. Vocal Skills 12. Pitch 13. Tempo 14. Tone	(1)Knowledge, Understanding and use of Key vocabulary in written work /15 (2) Practical assessment including: Characterisation in performance Costume / Set designs Lighting / Sound designs Dance skills in performance Singing Skills in performance Instrumental skills in performance /20 marks
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		Cast: I will confidently learn my lines for my scene by reading my script and practising at home. I will confidently perform my character- from memory, using accurate facial expressions, body language and voice to reflect the character appropriately. I will confidently know the choreography from learning it in class, rehearsing and watching back the videos and practising at home. I will be able to dance with movement memory, accuracy, dynamics, appropriate physical and expressive skills. I will confidently know the songs by listening and following the song sheet. I will be able to sing back the songs with confidence - from memory, accuracy, in tune, projecting, adding expression. I will be able to follow directions to improve my performance. Technical/Design: I will follow all the guidance given on how to create an effective design, confidently create detailed designs and upload all of my design work (costume / set).	15. Projection 16. Diction 17. Accent 18. Dynamics 19. Emphasis 20. Performance Directions Technical/Design: 1. Material 2. Texture 3. Colour 4. Make-up 5. Backdrop 6. Props 7. Furniture 8. Lights 9. Gels 10. Spots 11. Fresnel 12. Profile 13. Lighting rig 14. Cue Sheet 15. Sound effects Band 1. Accuracy 2. Dynamics 3. Ensemble awareness 4. Tempo (BPM) 5. Vamp 6. Tutti 7. Accompaniment	(3) Wider Skills & ATL /5 marks
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		I will follow all the guidance given on how to create an effective design, confidently create detailed designs and upload all of my technical work (lighting / music). Band: I will confidently know the music to play by listening and reading the specific Instrumental part. I will be able to play my part with accuracy, follow performance directions and show ensemble awareness	8. Key signature (Sharps/flats/naturals) 9. Note values (crotchet, quaver etc) 10. Performance Directions													
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