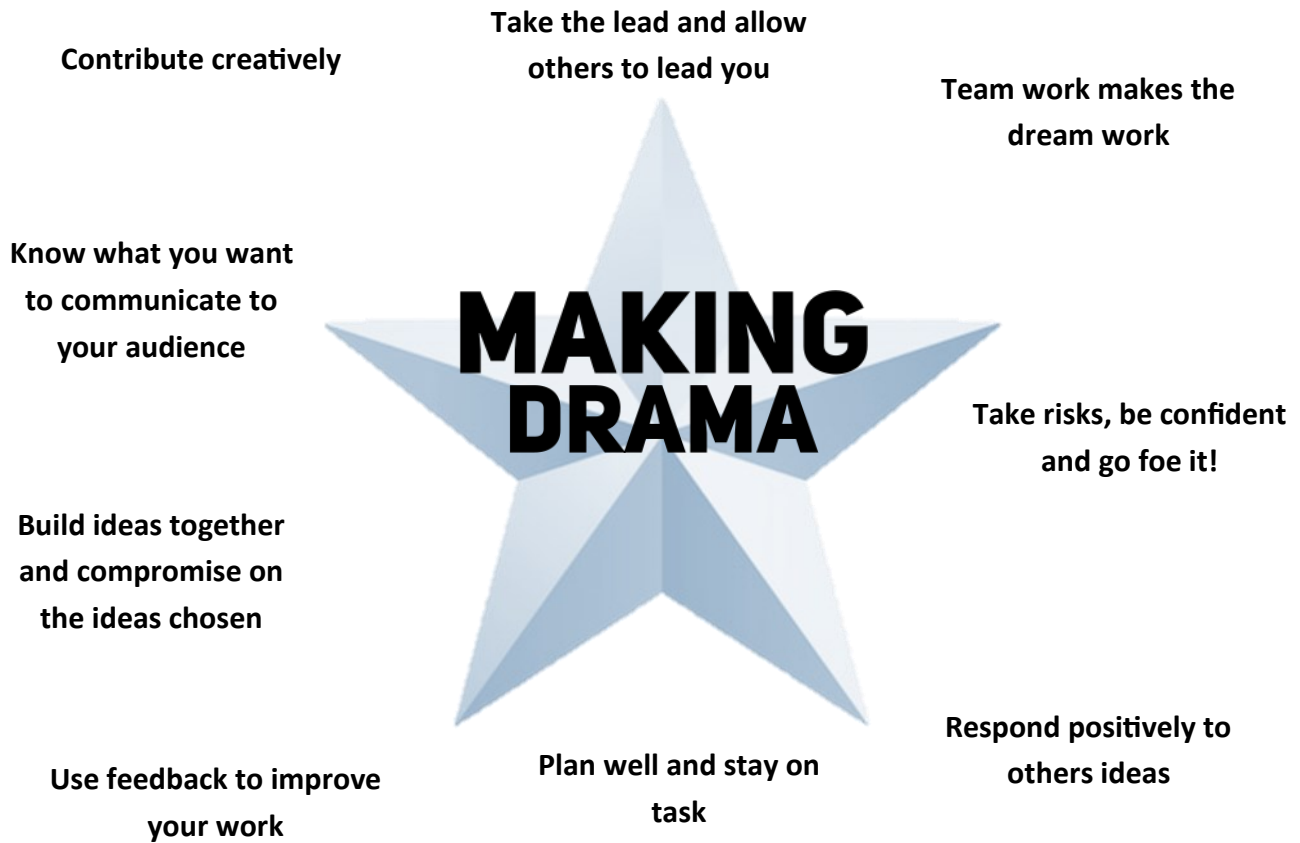


**DRAMA
SWaN
&
Assessment Sheets
KS3**

INGREDIENTS FOR SUCCESS



GRADE	Making Drama: Assessment Criteria
4 (7-9)	There is an Excellent level of participation during the making of drama. 'Applies highly appropriate and carefully considered mediums, elements and strategies'. 'Contributes an extensive range of imaginative ideas. 'Actively listens to the group and responds by building on other's ideas. 'Able to lead the creative process in rehearsal by directing others effectively'. 'Responds to direction from others with skill and sensitivity. 'Able to plan and use rehearsal time efficiently and with confidence'.
3 (5-6)	There is a Good level of participation during the making of drama. 'Applies mediums, elements and strategies in an appropriate way'. 'Contributes a range of imaginative ideas 'Listens to the group and responds thoughtfully. 'Responds to direction and is developing skills in directing others. 'Able to plan and use rehearsal time efficiently at a consistent level.
2 (4-5)	There is a Satisfactory level of participation during the making of drama. 'Applies some of the mediums, elements and strategies required. 'Contributes some creative ideas. 'Mostly listens to the group and responds occasionally to other's points. 'Able to respond to some direction during rehearsal. 'Able to plan and use rehearsal time efficiently on occasion.
1 (1-3)	There is an Adequate level of participation during the making of drama. 'Attempts the use of mediums, elements and strategies. 'Able to contribute one or two ideas. 'May require encouragement to stay on task. 'Some evidence of cooperation, listening and focus during rehearsal. 'May need support to plan and rehearse in the time given.
0 (U)	There is an Inadequate level of participation during the making of drama. 'Limited attempts made to use mediums, elements and strategies' Limited engagement and contribution of ideas. 'No evidence of focus and listening during rehearsal. 'No evidence of using rehearsal time efficiently.

Master the drama mediums,
elements and strategies

Experiment with how
you speak

Make your character
essential to the story

Focus and stay in role

PERFORMING DRAMA

Explore the finer
details of your
character

Explore how you use
movement and space

Own the space, be
clear, be confident!

Variety is interesting!
Use a wide range of
techniques

GRADE	Performing Drama: Assessment Criteria
4 (7-9)	<p>This was an excellent performance.</p> <p>*You used a wide variety of voice & movement skills, which were detailed and highly effective. *You sustained your role in the performance with focus, confidence and ease. *Your interpretation of the character was clear, imaginative and highly detailed. *Your individual contribution was excellent. You succeeded in keeping the audience's interest throughout.</p>
3 (5-6)	<p>This was a good performance.</p> <p>*You used several voice & movement skills effectively, some with detail. *You sustained your role in the performance with confidence. *Your interpretation of the character was clear and included detailed moments. *Your individual contribution to the performance was good.</p>
2 (4-5)	<p>This was a satisfactory performance.</p> <p>*You used voice & movement skills with some success. *You sustained your role during some of the performance. *Your interpretation of the character was reasonably clear. *Your individual contribution to the performance was sufficient.</p>
1 (1-3)	<p>This was an adequate performance.</p> <p>*On occasion, you attempted to use voice & movement skills to create a character. *Sometimes, you attempted to sustain your role during the performance. *Your interpretation of the character was unclear at times. *Your individual contribution to the performance was minimal.</p>
0 (U)	<p>This was an inadequate performance.</p> <p>*There was no evidence of the use of voice & movement skills to create a character. *There was no evidence of sustaining your role during the performance. *There was no evidence of contribution to the performance.</p>

Learn to spot mediums,
elements and strategies
when you watch a
performance

What do you see, hear
and feel?

Look out for ideas,
themes and topics in a
performance

Watch how the
audience react.
Amused? Bored?
Excited?

EVALUATING DRAMA

Avoid the words good
and bad

Back up what you say
with examples

What could be done
differently and why?

Which parts worked
and why?

GRADE	Evaluating Drama: Assessment Criteria
4 (7-9)	This was an excellent evaluation. Your response to the performance was extremely clear and highly detailed . You identified a wide range of successes and areas for improvement and suggested many useful and workable alternative ideas. You use drama vocabulary throughout your discussions and easily recognised several drama mediums, elements and strategies in the performance. You explained how they were used and what effect they had in depth .
3 (5-6)	This was a good evaluation. Your response to the performance was very clear and contained several details . You identified several successes and areas for improvement and suggested some useful alternative ideas. You often include drama vocabulary during discussions and can recognise several drama mediums, elements and strategies in performance. You are able to explain their use and effect with some details .
2 (4-5)	This was a satisfactory evaluation. Your response to the performance was clear with one or two details . You identified some successes and areas for improvement, and you are beginning to consider alternative ideas. You sometimes include drama vocabulary during discussions. You are beginning to recognise drama mediums, elements and strategies and consider how they're used.
1 (1-3)	This was an adequate evaluation. Your response to the performance was reasonably clear but lacked detail . You identified one success and/or areas for improvement. You are beginning to include drama vocabulary in your evaluations and may be able to recognise one or two drama mediums, elements and strategies.
0 (U)	This was an inadequate evaluation. Your response to the performance was limited . There was little attempt to identify successes or areas for improvement or to include drama vocabulary during discussion. You have not shown an ability to recognise drama mediums, elements and strategies.

ASSESSMENT TRACKER

YEAR 7

Foundations of Drama

Gloom Manor

Melodrama

A midsummers night's dream

YEAR 8

Comedy

Pantomime

Theatre in Education

Acting for TV

YEAR 9

Script Writing

Brecht

Physical theatre

Stage combat

Live theatre review

An inspector calls

DRAMA ROOM RULES

- No chewing or eating in the drama studio
- Only water is allowed in the drama studio
- When I enter the drama studio I will enter quietly and sit in a circle
- I will try my best in all performances
- I will support my other classmates in their performances
- I will not make fun of someone else
- I will work together in groups that means I sometimes will not be with my friends
- I listen to the teacher and stop when the whistle blows
- I only use props/ set/ costume that I have been told to use
- I work safely

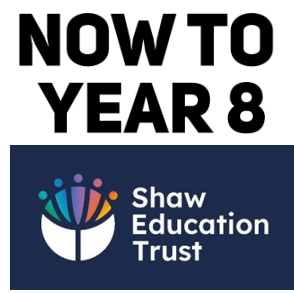
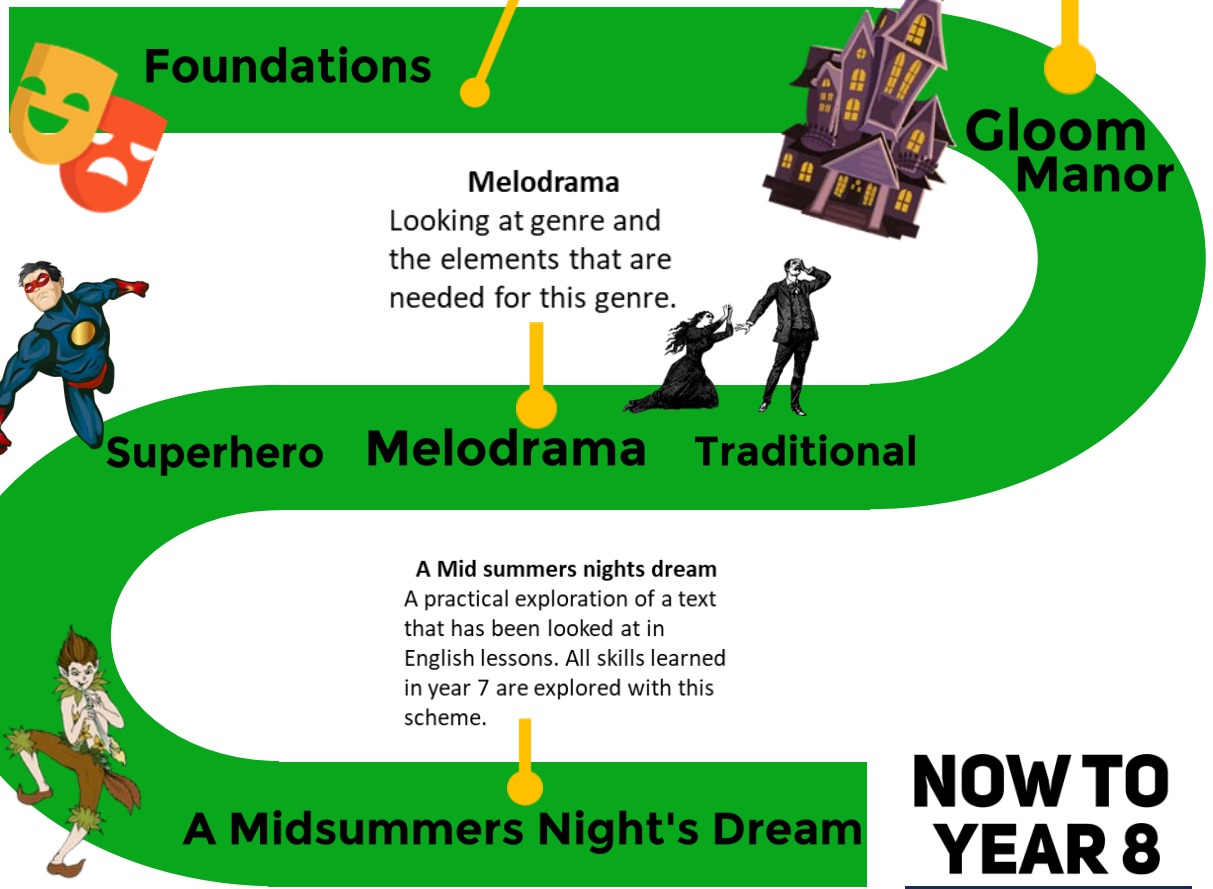
How to use this booklet

Each topic has 2 SWaNs to complete. For each SWaN you need a recorded piece of evidence that is linked to that SWaN. (See my example of what I am expecting) .

You will also have a page for the assessment. This also needs a recorded piece of evidence that links to the success criteria.

If you missed a lesson where you needed to complete a SWaN DO NOT leave this blank. You need to write 'Missing from lesson' in the box so I know you were not in this lesson.

7



TRANSFERABLE SKILLS

- Oral communication skills
- Creative problem solving
- Motivation and commitment
- Willingness to work cooperatively
- The ability to work independently
- Time budgeting skills
- Initiative
- Promptness and respect for deadlines
- Acceptance of rules
- Respect for team members

- Respect for authority
- Adaptability and flexibility
- The ability to work under pressure
- The ability to bounce back
- Self discipline
- Working towards goals
- Concentration
- Dedication
- Leadership
- Self confidence

Foundations of Drama

The aim for this performance was to show...

The success criteria was...

S

W

aN

The aim for this performance was to show...

The success criteria was...

S

W

aN

MR SARGEANT SUGGESTIONS:

REHEARSAL	0% No evidence	1%- 19% Limited	20%- 39% Reasonable	40%- 59% Good	60%- 80% Excellent
Participation and contribution in rehearsal					
Listening					
Sharing ideas					
Taking/ giving direction					
Planning and time management					
Overall percentage					

PERFORMANCE	0% No evidence	1%- 5% Limited	6%-10% Reasonable	11%- 15% Good	16%- 20% Excellent
Topic specific elements/ strategies					
Voice and movement					
Sustained the role					
Interpretation					
Contribution in performance					
Overall percentage					

Foundations of Drama

Assessment description—to create a piece of drama based on pirates. You will need to use all the skills that you have looked at so far in your drama lessons.

Assessment success criteria—using your voice to be different to your own—using facial expressions to show a character—using body language to show a character—always facing the front—being focused in rehearsals with my group—being confident in my performance

Limited 0%- 20%	Reasonable 21%-49%	Good 50% - 79%	Excellent 80% - 100%
I have only used a small range of drama skills	I have used some drama skills with some success	I have used most drama skills with success	I have used all drama skills successfully.
I have not always been focused in rehearsals.	I have sometimes been focused in rehearsals but need reminding to stay on task	I have mostly been focused in rehearsals	I have always been focused in rehearsals
I was not showing confidence in my performance	I was a little bit confident in	I was mostly confident in my performance	I was fully confident in my performance

Theatre skills used in this assessment (Where/ how have you used them?)

What did you want to improve from your last assessment (your W and N from the SWAN)

How do you plan to improve this skill in this assessment

What Drama skills have you used in this topic that you have used in previous topics? How and where have you used them? Have you improved them? IMPROVED NOT IMPROVED

What transferable skills have you used in this topic and how do they link to a career not in Drama?

What score did you get on the multiple choice test?

What is this score as a %

S

W

aN

Gloom Manor

The aim for this performance was to show...

The success criteria was...

S

W

aN

The aim for this performance was to show...

The success criteria was...

S

W

aN

MR SARGEANT SUGGESTIONS:

REHEARSAL	0% No evidence	1%- 19% Limited	20%- 39% Reasonable	40%- 59% Good	60%- 80% Excellent
Participation and contribution in rehearsal					
Listening					
Sharing ideas					
Taking/ giving direction					
Planning and time management					
Overall percentage					

PERFORMANCE	0% No evidence	1%- 5% Limited	6%-10% Reasonable	11%- 15% Good	16%- 20% Excellent
Topic specific elements/ strategies					
Voice and movement					
Sustained the role					
Interpretation					
Contribution in performance					
Overall percentage					

Gloom Manor

Assessment description—in these scenes that you create you need to build tension to make the story spooky/ scary. We never actually see anything but just the thought of it and talking about it is enough to build the tension with the audience.

Assessment success criteria—creative use of story and ideas to show the genre of horror—appropriate facial expressions for the character—appropriate vocal skills for the character— creative use of levels—building tension in performance—staying in character—no laughing/ giggling—use of body as a prop/ statue –successful working as a group—staying focused in rehearsal lessons

Limited 0%- 20%	Reasonable 21%-49%	Good 50% - 79%	Excellent 80% - 100%
<p>I find it difficult to work with other people. I can sometimes listen to others.</p> <p>I know what I could improve with suggestions and can share ideas with support.</p> <p>I have little confidence.</p>	<p>I try to make my ideas clear to peers. I actively listen and respond with verbal agreement. I suggest ideas at times.</p> <p>I can reflect on positives and developments.</p> <p>I am trying to develop confidence through practice.</p>	<p>I am able to offer ideas and show active listening skills. I am able to include all peers and support the development of ideas.</p> <p>I can take an active part in tasks. I take responsibility for the group’s tasks and my part in them. I have confidence in my opinions and ideas.</p>	<p>I can offer ideas regularly and try out my ideas and the ideas of others, reflecting and improving.</p> <p>I am able to encourage the participation of others and be supportive in my listening and responding to help the group progress from accurate reflection.</p> <p>I confidently perform</p>

Theatre skills used in this assessment (Where/ how have you used them?)

What did you want to improve from your last assessment (your W and N from the SWAN)

How do you plan to improve this skill in this assessment

What Drama skills have you used in this topic that you have used in previous topics? How and where have you used them? Have you improved them? IMPROVED NOT IMPROVED

What transferable skills have you used in this topic and how do they link to a career not in Drama?

What score did you get on the multiple choice test?

What is this score as a %

S

W

aN

Melodrama

The aim for this performance was to show...

The success criteria was...

S

W

aN

The aim for this performance was to show...

The success criteria was...

S

W

aN

MR SARGEANT SUGGESTIONS:

REHEARSAL	0% No evidence	1%- 19% Limited	20%- 39% Reasonable	40%- 59% Good	60%- 80% Excellent
Participation and contribution in rehearsal					
Listening					
Sharing ideas					
Taking/ giving direction					
Planning and time management					
Overall percentage					

PERFORMANCE	0% No evidence	1%- 5% Limited	6%- 10% Reasonable	11%- 15% Good	16%- 20% Excellent
Topic specific elements/ strategies					
Voice and movement					
Sustained the role					
Interpretation					
Contribution in performance					
Overall percentage					

Melodrama

Assessment description— You will be creating your own Melodrama performance. The first assessment in the traditional melodrama will be using the tradition genre of melodrama and the plot. The final assessment will combine the traditional skills with a modern twist.

Assessment success criteria—Using over exaggerated movement and vocals, Following the script and remembering lines, Include the stock lines for each character, Successfully added in an ASIDE and correctly used it, Make a comic moment between the Villain and the henchman, Start and end with a freeze frame, Focused rehearsal time

Limited 0%- 20%	Reasonable 21%-49%	Good 50% - 79%	Excellent 80% - 100%
<p>I find it difficult to work with other people. I can sometimes listen to others.</p> <p>I know what I could improve with suggestions and can share ideas with support.</p> <p>I have little confidence.</p>	<p>I try to make my ideas clear to peers. I actively listen and respond with verbal agreement. I suggest ideas at times.</p> <p>I can reflect on positives and developments.</p> <p>I am trying to develop confidence through practice.</p> <p>I attempt to apply melodramatic techniques to my performance</p>	<p>I am able to offer ideas and show active listening skills. I am able to include all peers and support the development of ideas.</p> <p>I can take an active part in tasks. I take responsibility for the group’s tasks and my part in them. I have confidence in my</p>	<p>I contribute ideas in every lesson and use active listening to respond to the ideas of my group.</p> <p>I am a key team member who is supportive of others and makes links to the success criteria when creating my work.</p>

Theatre skills used in this assessment (Where/ how have you used them?)

What did you want to improve from your last assessment (your W and N from the SWAN)

How do you plan to improve this skill in this assessment

What Drama skills have you used in this topic that you have used in previous topics? How and where have you used them? Have you improved them? IMPROVED NOT IMPROVED

What transferable skills have you used in this topic and how do they link to a career not in Drama?

What score did you get on the multiple choice test?

What is this score as a %

S

W

aN

A Midsummers Night's Dream

The aim for this performance was to show...

The success criteria was...

S

W

aN

The aim for this performance was to show...

The success criteria was...

S

W

aN

MR SARGEANT SUGGESTIONS:

REHEARSAL	0% No evidence	1%- 19% Limited	20%- 39% Reasonable	40%- 59% Good	60%- 80% Excellent
Participation and contribution in rehearsal					
Listening					
Sharing ideas					
Taking/ giving direction					
Planning and time management					
Overall percentage					

PERFORMANCE	0% No evidence	1%- 5% Limited	6%- 10% Reasonable	11%- 15% Good	16%- 20% Excellent
Topic specific elements/ strategies					
Voice and movement					
Sustained the role					
Interpretation					
Contribution in performance					
Overall percentage					

A Midsummers Night's Dream

Assessment description— Using the short scene with Dimitrious and Helena you need to act out this scene using your drama skills to show the opposite characters. You will need to learn your lines and have annotated your script to say what drama skills you will be using to show your characterisation.

Assessment success criteria—To project your voice clearly, A use appropriate physical skills to show the character, to work with your scene partner to create a successful scene, to use the appropriate facial expressions to show your characters emotions, to perform the scene without the script, to rehearse sensibly and with focus.

Limited 0%- 20%	Reasonable 21%-49%	Good 50% - 79%	Excellent 80% - 100%
<p>I am able to state what I did and didn't like about a performance. I find it difficult to explain my opinions on key moments. I am working on adding key words to make my thoughts clearer.</p> <p>I am developing my team work and sometimes find myself distracted by others.</p>	<p>I am able to state what I did and did not like about a performance giving clear reasons for my answers on key moments. I am able to give descriptions of live action and use key words to make my answers clear.</p> <p>I work well in my team to interpret the text and to create a performance that is focused on the success criteria.</p>	<p>I can state clearly what skills and techniques have been used in key moments. I can explain why I did or did not think skills were used well. I am able to describe examples in detail. I can draw a conclusion of my opinion.</p> <p>My performances use most of the success criteria and confident.</p>	<p>I am able to compare and contrast sections of performance clearly to justify my opinion. I can give specific conventions and stylistic features in my opinions on key moments. I am able to justify a balanced conclusion and its impact.</p> <p>My performance meets all aspects of the success criteria and are fully confident.</p>

Theatre skills used in this assessment (Where/ how have you used them?)

What did you want to improve from your last assessment (your W and N from the SWAN)

How do you plan to improve this skill in this assessment

What Drama skills have you used in this topic that you have used in previous topics? How and where have you used them? Have you improved them? IMPROVED NOT IMPROVED

What transferable skills have you used in this topic and how do they link to a career not in Drama?

What score did you get on the multiple choice test?

What is this score as a %

S

W

aN

End of year reflection

This year the drama topic I have enjoyed the most was.....

The drama skill I have worked hard on is.....

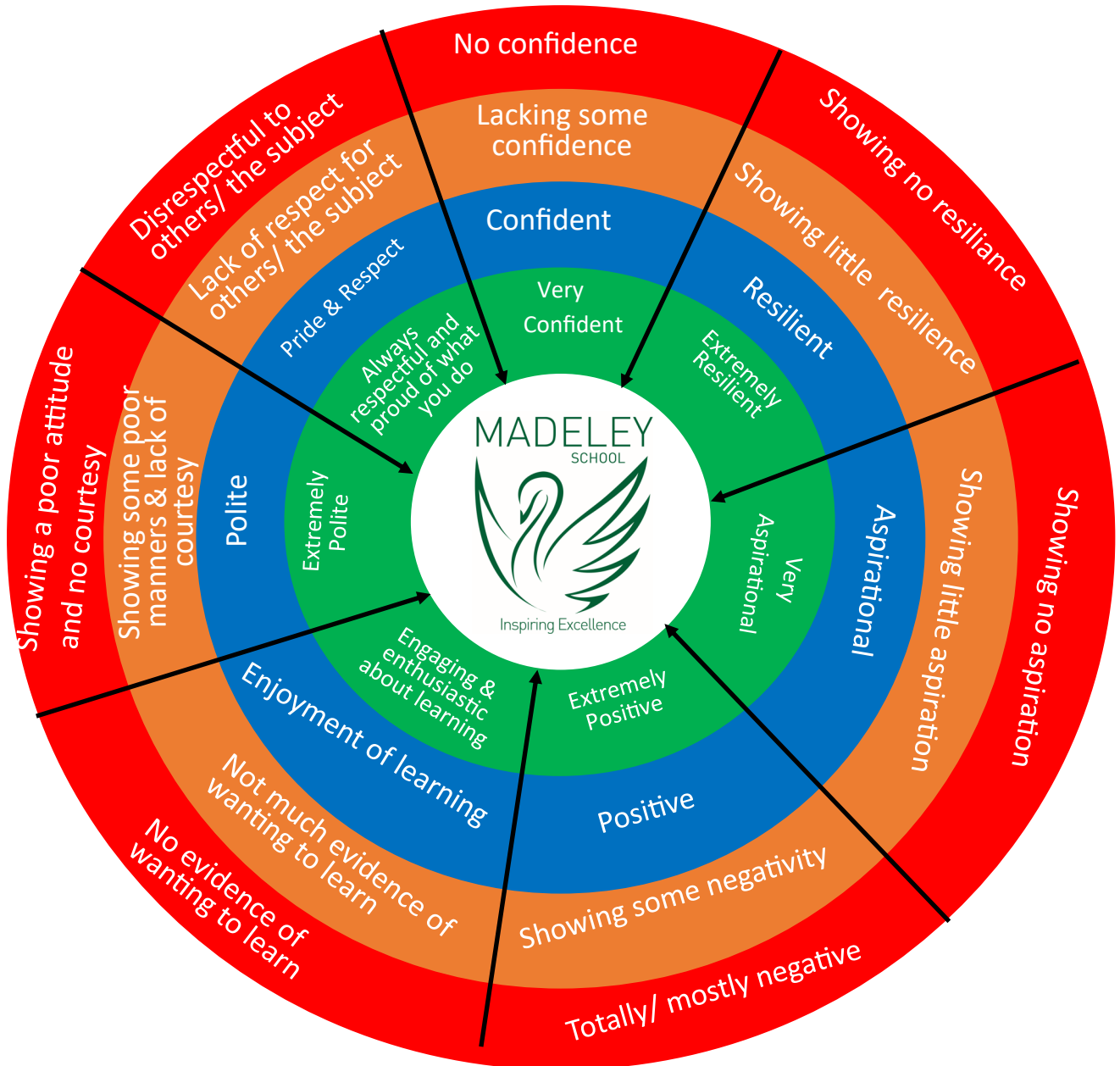
I think my strongest drama skill is.....

A skill that I would like to work on is.....

Something that didn't go well this year in drama was

To work on this I will

My aim in drama for year 8 is



8



Comedy

A new genre explored with key skills to achieve this. Links to careers in performing arts

Comedy



Pantomime

Combining skills from previous topics such as Comedy and Melodrama to perform a short section of a Pantomime.

Pantomime

Theatre in Education

Using the style of forum theatre to create an educational piece of theatre for the target audience of year 5 and 6 students.



Theatre In Education

Acting for Soap Operas

An introduction into a different style of acting. Reacting to scene partners and typical story lines.



Soap Opera & TV Acting

NOW TO YEAR 9



TRANSFERABLE SKILLS

Oral communication skills

Creative problem solving

Motivation and commitment

Willingness to work cooperatively

The ability to work independently

Time budgeting skills

Initiative

Promptness and respect for deadlines

Acceptance of rules

Respect for team members

Respect for authority

Adaptability and flexibility

The ability to work under pressure

The ability to bounce back

Self discipline

Working towards goals

Concentration

Dedication

Leadership

Self confidence

Comedy

SWaN 8

The aim for this performance was to show...

The success criteria was...

S

W

aN

The aim for this performance was to show...

The success criteria was...

S

W

aN

MR SARGEANT SUGGESTIONS:

REHEARSAL	0% No evidence	1%-19% Limited	20%-39% Reasonable	40%-59% Good	60%-80% Excellent
Participation and contribution in rehearsal					
Listening					
Sharing ideas					
Taking/ giving direction					
Planning and time management					
Overall percentage					

PERFORMANCE	0% No evidence	1%-5% Limited	6%-10% Reasonable	11%-15% Good	16%-20% Excellent
Topic specific elements/ strategies					
Voice and movement					
Sustained the role					
Interpretation					
Contribution in performance					
Overall percentage					

Comedy

Assessment description— focusing on the gender and stereotypes in comedy you will perform the script from bouncers. One side of the script all the characters are male on the other they are all female. You will perform both sides. You must learn your lines and exaggerate your stereotypes to achieve comedy.

Assessment success criteria—exaggerated movement for both genders in the script—exaggerated vocals for both genders in the script—exaggerated gestures— exaggerated facial expressions— remembering lines—staying in character

Limited 0%- 20%	Reasonable 21%-49%	Good 50% - 79%	Excellent 80% - 100%
<p>I am distracted and have silly behaviour when creating my comedy performances.</p> <p>I find it challenging to follow the needs of performance styles. I have some limited ability to apply techniques for performance. My understanding of forms and styles is limited and I don't always know why I am undertaking activities.</p>	<p>I have some focus when in rehearsal and focus but I have to be reminded sometimes to stay on task.</p> <p>I can explore some techniques with focus and some limited confidence. I can select ideas from forms from a given range. I can note the techniques from repertoire and identify their use to some extent. I apply techniques to performance at times.</p>	<p>I am mostly focused in rehearsals and do not need to be reminded to stay on task.</p> <p>I can explore techniques with confidence and some freedom. I can select ideas from forms with intent. I apply techniques to performance and know why they are used.</p>	<p>I am focused and ensure that my team is also on task for rehearsals and in performance.</p> <p>I can explore a range of techniques with confidence and some freedom. I can select effective ideas from forms with intent. I can note the techniques from repertoire and understand their use and impact. I apply techniques to performance and know why they are used.</p>

Theatre skills used in this assessment (Where/ how have you used them?)

What did you want to improve from your last assessment (your W and N from the SWAN)

How do you plan to improve this skill in this assessment

What Drama skills have you used in this topic that you have used in previous topics? How and where have you used them? Have you improved them? IMPROVED NOT IMPROVED

What transferable skills have you used in this topic and how do they link to a career not in Drama?

What score did you get on the multiple choice test?

What is this score as a %

S

W

aN

Pantomime

SWaN 8

The aim for this performance was to show...

The success criteria was...

S

W

aN

The aim for this performance was to show...

The success criteria was...

S

W

aN

MR SARGEANT SUGGESTIONS:

REHEARSAL	0% No evidence	1%- 19% Limited	20%- 39% Reasonable	40%- 59% Good	60%- 80% Excellent
Participation and contribution in rehearsal					
Listening					
Sharing ideas					
Taking/ giving direction					
Planning and time management					
Overall percentage					

PERFORMANCE	0% No evidence	1%- 5% Limited	6%- 10% Reasonable	11%- 15% Good	16%- 20% Excellent
Topic specific elements/ strategies					
Voice and movement					
Sustained the role					
Interpretation					
Contribution in performance					
Overall percentage					

Pantomime

Assessment Brief 8

Assessment description— In groups you will rehearse and perform the short Cinderella script. You will need to learn your lines and perform the character to the best of your ability using the drama skills we have looked at.

Assessment success criteria— Staying focused in rehearsals—know and follow the blocking—learned the lines and 'off script' - apply an exaggerated voice—apply exaggerated facial expressions—apply direct address to the audience— the performance flows—no giggling and breaking character—created comedy for the audience—used drama skills in an effective and appropriate way.

Limited 0%- 20%	Reasonable 21%-49%	Good 50% - 79%	Excellent 80% - 100%
Narrow range of drama skills used.	A fair range of drama skills are used.	A wide range of drama skills are used	An extensive range of drama skills are used.
Skills are not used with effectiveness	Skills are used with some effectiveness	Most skills are used in an appropriate way.	Skills are used in an appropriate way
Behaviour has been mostly distracted and had to be reminded to stay on task.	Behaviour has sometimes been focused on the group but has been distracted.	Behaviour has mostly been focused on the group.	Behaviour has always been focused and with the group.

Theatre skills used in this assessment (Where/ how have you used them?)

What did you want to improve from your last assessment (your W and N from the SWAN)

How do you plan to improve this skill in this assessment

What Drama skills have you used in this topic that you have used in previous topics? How and where have you used them? Have you improved them? **IMPROVED** **NOT IMPROVED**

What transferable skills have you used in this topic and how do they link to a career not in Drama?

What score did you get on the multiple choice test?

What is this score as a %

S

W

aN

Theatre In Education

SWaN 8

The aim for this performance was to show...

The success criteria was...

S

W

aN

The aim for this performance was to show...

The success criteria was...

S

W

aN

MR SARGEANT SUGGESTIONS:

REHEARSAL	0% No evidence	1%- 19% Limited	20%- 39% Reasonable	40%- 59% Good	60%- 80% Excellent
Participation and contribution in rehearsal					
Listening					
Sharing ideas					
Taking/ giving direction					
Planning and time management					
Overall percentage					

PERFORMANCE	0% No evidence	1%- 5% Limited	6%- 10% Reasonable	11%- 15% Good	16%- 20% Excellent
Topic specific elements/ strategies					
Voice and movement					
Sustained the role					
Interpretation					
Contribution in performance					
Overall percentage					

Theatre In Education

Assessment description— You will be creating an original piece of theatre using the forum style from Boal. This piece of theatre needs to educate year 6 students on a topic that is age appropriate.

Assessment success criteria— Correct use of forum theatre techniques, appropriate topic for age range, confident performances, focused rehearsal time, Body language used to create one or multiple characters, Freeze frames used appropriately, Facial expressions used to show how my character is feeling, direct address to the audience.

Limited 0%- 20%	Reasonable 21%-49%	Good 50% - 79%	Excellent 80% - 100%
I am able to offer ideas and show active listening skills. I am able to include all peers and support the development of ideas. I can take an active part in tasks. I take responsibility for the group's tasks and my part in them. I have confidence in my opinions and ideas.	I can offer ideas regularly and try out my ideas and the ideas of others, reflecting and improving. I am able to encourage the participation of others and be supportive in my listening and responding to help the group progress from accurate reflection.	I am supportive and motivate all peers. I know how to elaborate my ideas and the ideas of peers to make clear progress. I can listen and respond to ideas positively to develop a specific performance which I am excited about. I work with focus	My ideas are consistently creative and include all peers. I effectively explore drama independently and form positive ideas with focus and intent. I am supportive and inclusive. I am reflective and enjoy progress and self-reflection and improvement.

Theatre skills used in this assessment (Where/ how have you used them?)

What did you want to improve from your last assessment (your W and N from the SWAN)

How do you plan to improve this skill in this assessment

What Drama skills have you used in this topic that you have used in previous topics? How and where have you used them? Have you improved them? IMPROVED NOT IMPROVED

What transferable skills have you used in this topic and how do they link to a career not in Drama?

What score did you get on the multiple choice test?

What is this score as a %

S

W

aN

Acting for TV

The aim for this performance was to show...

The success criteria was...

S

W

aN

The aim for this performance was to show...

The success criteria was...

S

W

aN

MR SARGEANT SUGGESTIONS:

REHEARSAL	0% No evidence	1%-19% Limited	20%-39% Reasonable	40%-59% Good	60%-80% Excellent
Participation and contribution in rehearsal					
Listening					
Sharing ideas					
Taking/ giving direction					
Planning and time management					
Overall percentage					

PERFORMANCE	0% No evidence	1%-5% Limited	6%-10% Reasonable	11%-15% Good	16%-20% Excellent
Topic specific elements/ strategies					
Voice and movement					
Sustained the role					
Interpretation					
Contribution in performance					
Overall percentage					

Acting for TV

Assessment description— In this assessment you will be responsible for planning, script writing, filming and editing together our very own soap opera based in a school.

Assessment success criteria— Using appropriate storylines for the location and ages of the characters, Using the stock characters from a school based soap, using a range of camera angels when filming, full commitment to characters using facial expressions, body language, vocal skills and gestures, sensible and focused rehearsals, sensible and focused when on set.

Limited 0%- 20%	Reasonable 21%-49%	Good 50% - 79%	Excellent 80% - 100%
I am able to use a limited range of skills and techniques in my performances and directing. I can be a part of performance work that sets mood and emotion to some effect. My ideas are relevant and in line with the starting points.	I have a range of ideas to deploy as a performer or director. My understanding of conventions and skills are relevant to the project I am working on. My narratives are clear and purposeful and link in to skills of peers and as well as the intent of the work.	I consider the impact of my own and peer skills and techniques that make my performance work effective. I am able to create performance in a range of styles for a range of audiences. My ideas are developed and focused on the audience experience.	I consider and reflect on a range of options for the skills myself and peers can use in performance. I make choices that accurately reflect the narratives I want to communicate. I consider ideas and skills and adapt to the impact and success desired for the audience.

Theatre skills used in this assessment (Where/ how have you used them?)

What did you want to improve from your last assessment (your W and N from the SWAN)

How do you plan to improve this skill in this assessment

What Drama skills have you used in this topic that you have used in previous topics? How and where have you used them? Have you improved them? IMPROVED NOT IMPROVED

What transferable skills have you used in this topic and how do they link to a career not in Drama?

What score did you get on the multiple choice test?

What is this score as a %

S

W

aN

End of year reflection

This year the drama topic I have enjoyed the most was.....

The drama skill I have worked hard on is.....

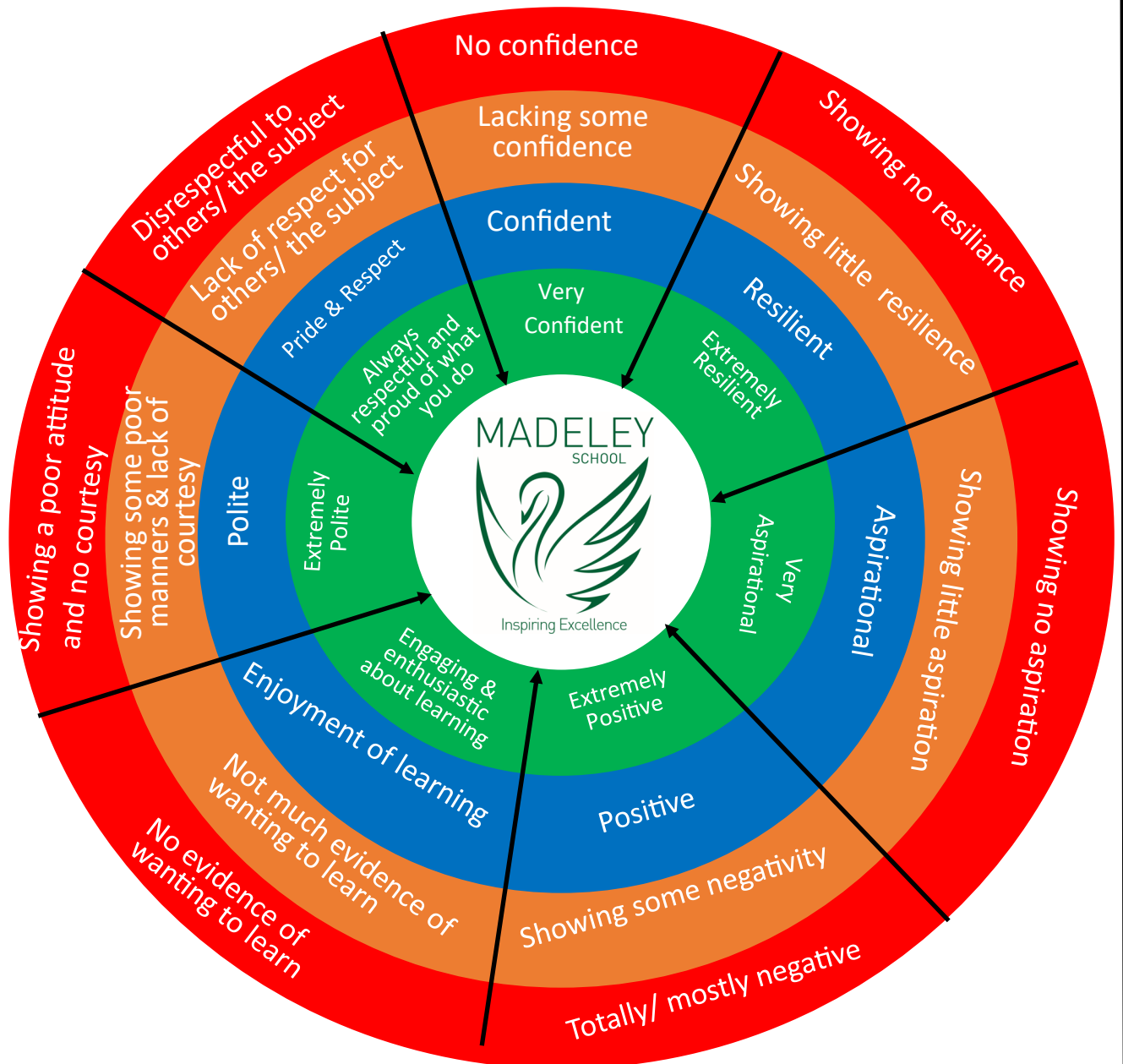
I think my strongest drama skill is.....

A skill that I would like to work on is.....

Something that didn't go well this year in drama was

To work on this I will

My aim in drama for year 9 is



9



Script Writing
Looking at different ways to start script writing. Creating scripts for the National Theatre New Views.

Practitioners
Focusing on the work of Brecht creating an understanding of different theatre practices.



Script Writing

Brecht

Stage Combat
A physical skill to encourage variety in performance. Links to other topics such as physical theatre and Acting for screen.



Physical Theatre
Developing the skill of physical theatre from prior knowledge and the introduction to the practitioner Frantic Assembly.



Stage Combat

Physical Theatre

Live Theatre Review
Looking at the different aspects of theatre and what it takes to put on a performance. Giving a critical view on the work of others. Linking to the arts award.

Live Theatre Review



An Inspector Calls
Practically looking at the structure, genre and characters of An inspector calls to prepare for English lit GCSE.



An Inspector Calls

NOW TO GCSE'S



TRANSFERABLE SKILLS

Oral communication skills

Creative problem solving

Motivation and commitment

Willingness to work cooperatively

The ability to work independently

Time budgeting skills

Initiative

Promptness and respect for deadlines

Acceptance of rules

Respect for team members

Respect for authority

Adaptability and flexibility

The ability to work under pressure

The ability to bounce back

Self discipline

Working towards goals

Concentration

Dedication

Leadership

Self confidence

The aim for this performance was to show...

The success criteria was...

S

W

aN

The aim for this performance was to show...

The success criteria was...

S

W

aN

MR SARGEANT SUGGESTIONS:

REHEARSAL	0% No evidence	1%- 19% Limited	20%- 39% Reasonable	40%- 59% Good	60%- 80% Excellent
Participation and contribution in rehearsal					
Listening					
Sharing ideas					
Taking/ giving direction					
Planning and time management					
Overall percentage					

PERFORMANCE	0% No evidence	1%- 5% Limited	6%- 10% Reasonable	11%- 15% Good	16%- 20% Excellent
Topic specific elements/ strategies					
Voice and movement					
Sustained the role					
Interpretation					
Contribution in performance					
Overall percentage					

Script Writing

Assessment description—You are challenged with writing a duologue (two person script) that uses script writing conventions and where there is a problem that one or both have to overcome. In your pairs you will then perform your script.

Assessment success criteria—To write an interesting script what engages the audience—to contribute to the success of the script writing—to use drama skills to effectively bring to life the script.

Limited 0%- 20%	Reasonable 21%-49%	Good 50% - 79%	Excellent 80% - 100%
Script is short Narrow range of theatre skills applied. Contribution to script/ performance is low	Script is a short but has a problem for the characters A fair range of theatre skills applied Contribution to script/ performance is reasonable	Script is a good length and poses good objectives for the characters A wide range of theatre skills applied Contribution to script/ performance is considerable	Script is highly competent and characters are sustained and developed A extensive range of theatre skills applied Contribution to script/ performance is outstanding

Theatre skills used in this assessment (Where/ how have you used them?)

What did you want to improve from your last assessment (your W and N from the SWAN)

How do you plan to improve this skill in this assessment

What Drama skills have you used in this topic that you have used in previous topics? How and where have you used them? Have you improved them? IMPROVED NOT IMPROVED

What transferable skills have you used in this topic and how do they link to a career not in Drama?

S

W

aN

The aim for this performance was to show...

The success criteria was...

S

W

aN

The aim for this performance was to show...

The success criteria was...

S

W

aN

MR SARGEANT SUGGESTIONS:

REHEARSAL	0% No evidence	1%-19% Limited	20%-39% Reasonable	40%-59% Good	60%-80% Excellent
Participation and contribution in rehearsal					
Listening					
Sharing ideas					
Taking/ giving direction					
Planning and time management					
Overall percentage					

PERFORMANCE	0% No evidence	1%-5% Limited	6%-10% Reasonable	11%-15% Good	16%-20% Excellent
Topic specific elements/ strategies					
Voice and movement					
Sustained the role					
Interpretation					
Contribution in performance					
Overall percentage					

Brecht

Assessment Brief 9

Assessment description—You need to create a devised piece with the techniques of Brecht and based on one of the research stimuli you were given Missing people in the UK, Rights of LGBTQIA+ people, How the UK treat refugees, Cost of living crisis and wealth divide

Assessment success criteria—Using at least 4 of the Brechtian techniques, confident use of drama skills, focused rehearsal time, creating a political piece of theatre, a performance that gets the audience to think/ reflect on your stimuli.

Limited 0%- 20%	Reasonable 21%-49%	Good 50% - 79%	Excellent 80% - 100%
A limited quality of Brechtian techniques are used. Some success in meeting intentions	A reasonable quality of Brechtian techniques are used. intentions are mostly met	A good quality of Brechtian techniques. A good level of work meets intentions	An excellent quality of Brechtian techniques are used. Intentions are fully met

Theatre skills used in this assessment (Where/ how have you used them?)

What did you want to improve from your last assessment (your W and N from the SWAN)

How do you plan to improve this skill in this assessment

What Drama skills have you used in this topic that you have used in previous topics? How and where have you used them? Have you improved them? **IMPROVED** **NOT IMPROVED**

What transferable skills have you used in this topic and how do they link to a career not in Drama?

What score did you get on the multiple choice test?

What is this score as a %

S

W

aN

The aim for this performance was to show...

The success criteria was...

S

W

aN

The aim for this performance was to show...

The success criteria was...

S

W

aN

MR SARGEANT SUGGESTIONS:

REHEARSAL	0% No evidence	1%-19% Limited	20%-39% Reasonable	40%-59% Good	60%-80% Excellent
Participation and contribution in rehearsal					
Listening					
Sharing ideas					
Taking/ giving direction					
Planning and time management					
Overall percentage					

PERFORMANCE	0% No evidence	1%-5% Limited	6%-10% Reasonable	11%-15% Good	16%-20% Excellent
Topic specific elements/ strategies					
Voice and movement					
Sustained the role					
Interpretation					
Contribution in performance					
Overall percentage					

Physical Theatre

Assessment description— You will need to create a short piece of theatre that communicates a relationship between characters this can only be created using physical actions using the techniques from Frantic Assembly.

Assessment success criteria— successful use of physicality to show a relationship between characters, considered creative meaning to an audience, thoughtfulness given to selection of music, use of speed, weight and levels to add interest to the performance.

Limited 0%- 20%	Reasonable 21%-49%	Good 50% - 79%	Excellent 80% - 100%
I can explore some techniques with clarity and some confidence. I can select ideas from forms independently. I can note the techniques from repertoire and identify their use. I apply techniques to performance.	I can explore a range of techniques with confidence and some freedom. I can select effective ideas from forms with intent. I can note the techniques from repertoire and understand their use and impact. I apply techniques to performance and know why they are used.	I can explore an increasing range of techniques with confidence and freedom. I can select impactful ideas from forms with intent. I can note the techniques from repertoire and analyse their use and impact. I apply techniques well to performance and know why they are used for	I can explore a full range of techniques with confidence and freedom. I can select impactful ideas from forms with intent and purpose. I can analyse the techniques from repertoire and evaluate their impact. I apply techniques effectively to performance and know why they are used for purpose.

Theatre skills used in this assessment (Where/ how have you used them?)

What did you want to improve from your last assessment (your W and N from the SWAN)

How do you plan to improve this skill in this assessment

What Drama skills have you used in this topic that you have used in previous topics? How and where have you used them? Have you improved them? IMPROVED NOT IMPROVED

What transferable skills have you used in this topic and how do they link to a career not in Drama?

What score did you get on the multiple choice test?

What is this score as a %

S

W

aN

Stage Combat

The aim for this performance was to show...

The success criteria was...

S

W

aN

The aim for this performance was to show...

The success criteria was...

S

W

aN

MR SARGEANT SUGGESTIONS:

REHEARSAL	0% No evidence	1%- 19% Limited	20%- 39% Reasonable	40%- 59% Good	60%- 80% Excellent
Participation and contribution in rehearsal					
Listening					
Sharing ideas					
Taking/ giving direction					
Planning and time management					
Overall percentage					

PERFORMANCE	0% No evidence	1%- 5% Limited	6%- 10% Reasonable	11%- 15% Good	16%- 20% Excellent
Topic specific elements/ strategies					
Voice and movement					
Sustained the role					
Interpretation					
Contribution in performance					
Overall percentage					

Stage Combat

Assessment description— You will create a choreographed piece of theatre that shows a realistic fight. This needs to be done safely and any issues with this will result in you no longer taking part.

Assessment success criteria— to work safely and follow instructions at all times, To create a realistic fight, to use appropriate reactions to a 'nap', consideration for the location of the action to the audience.

Limited 0%- 20%	Reasonable 21%-49%	Good 50% - 79%	Excellent 80% - 100%
I can work through, with guidance, some techniques some limited confidence. I can undertake ideas from forms given in direct instruction. I can identify some forms with limited accuracy. I apply a limited number of techniques in performance	I can explore techniques with confidence and some freedom. I can select ideas from forms with intent. I can note the techniques from repertoire and understand their use. I apply techniques to performance and know why they are used.	I can explore a range of techniques with confidence and some freedom. I can select effective ideas from forms with intent. I can note the techniques from repertoire and understand their use and impact. I apply techniques to performance and know why they are used.	I can explore an increasing range of techniques with confidence and freedom. I can select impactful ideas from forms with intent. I can note the techniques from repertoire and analyse their use and impact. I apply techniques well to performance and know why they are used for purpose.

Theatre skills used in this assessment (Where/ how have you used them?)

What did you want to improve from your last assessment (your W and N from the SWAN)

How do you plan to improve this skill in this assessment

What Drama skills have you used in this topic that you have used in previous topics? How and where have you used them? Have you improved them? IMPROVED NOT IMPROVED

What transferable skills have you used in this topic and how do they link to a career not in Drama?

What score did you get on the multiple choice test?

What is this score as a %

S

W

aN

Live Theatre Review

The aim for this performance was to show...

The success criteria was...

S

W

aN

The aim for this performance was to show...

The success criteria was...

S

W

aN

MR SARGEANT SUGGESTIONS:

REHEARSAL	0% No evidence	1%- 19% Limited	20%- 39% Reasonable	40%- 59% Good	60%- 80% Excellent
Participation and contribution in rehearsal					
Listening					
Sharing ideas					
Taking/ giving direction					
Planning and time management					
Overall percentage					

PERFORMANCE	0% No evidence	1%- 5% Limited	6%- 10% Reasonable	11%- 15% Good	16%- 20% Excellent
Topic specific elements/ strategies					
Voice and movement					
Sustained the role					
Interpretation					
Contribution in performance					
Overall percentage					

Live Theatre Review

Assessment description— You will watch a recorded performance from the National Theatre. From this performance you will create a PowerPoint and an A3 Poster that answers the following questions: What did you watch, why did you watch it, what art forms were involved, what did you like, what could be improved, would you recommend it and what would you want to watch/ experience next.

Assessment success criteria— To give detailed description of what you watched, To analyse (why did they use that technique) what happened, to evaluate (give your response)

Limited 0%- 20%	Reasonable 21%-49%	Good 50% - 79%	Excellent 80% - 100%
I am able to state what I did and didn't like about a performance. I find it difficult to explain my opinions on key moments. I am working on adding key words to make my thoughts clearer.	I am able to state what I did and did not like about a performance giving clear reasons for my answers on key moments. I am able to give descriptions of live action and use key words to make my answers clear.	I can state clearly what skills and techniques have been used in key moments. I can explain why I did or did not think skills were used well. I am able to describe examples in detail. I can draw a conclusion of my opinion.	I am able to explain the impact on the audience, including how it makes them feel or react when discussing techniques and skills. I can explain, in detail and using examples from key moments. My balanced opinions on the effectiveness of a performance are clear.

Theatre skills used in this assessment (Where/ how have you used them?)

What did you want to improve from your last assessment (your W and N from the SWAN)

How do you plan to improve this skill in this assessment

What Drama skills have you used in this topic that you have used in previous topics? How and where have you used them? Have you improved them? IMPROVED NOT IMPROVED

What transferable skills have you used in this topic and how do they link to a career not in Drama?

What score did you get on the multiple choice test?

What is this score as a %

S

W

aN

An Inspector Calls

The aim for this performance was to show...

The success criteria was...

S

W

aN

The aim for this performance was to show...

The success criteria was...

S

W

aN

MR SARGEANT SUGGESTIONS:

REHEARSAL	0% No evidence	1%- 19% Limited	20%- 39% Reasonable	40%- 59% Good	60%- 80% Excellent
Participation and contribution in rehearsal					
Listening					
Sharing ideas					
Taking/ giving direction					
Planning and time management					
Overall percentage					

PERFORMANCE	0% No evidence	1%- 5% Limited	6%- 10% Reasonable	11%- 15% Good	16%- 20% Excellent
Topic specific elements/ strategies					
Voice and movement					
Sustained the role					
Interpretation					
Contribution in performance					
Overall percentage					

An Inspector Calls

Assessment Brief 9

Assessment description—You will create a short morality play using all the relevant skills that you have developed over KS3.

Assessment success criteria—To create a short play that follows the conventions of a morality play, use characters inspired from the characters in An Inspector Calls, Apply a deadly sin to the performance, creative and confident performances, focused rehearsal time.

Limited 0%- 20%	Reasonable 21%-49%	Good 50% - 79%	Excellent 80% - 100%
<p>My plot lines are interesting and makes sense. My ideas are impactful and work well with other peer ideas.</p> <p>I suggest ideas at times. I can reflect on positives and developments. I am trying to develop confidence through practice and scaffolds.</p>	<p>My narratives are clear and purposeful and link in to skills of peers and as well as the intent of the work.</p> <p>I am able to encourage and support others reflecting and improving. I am able to adapt ideas and work out how to get my group working together on ideas</p>	<p>My ideas are developed and focused on the audience experience.</p> <p>I can explore drama independently and form, as well as share opinions positively</p>	<p>I make effective choices that reflect the narratives I want to communicate. I confidently consider ideas and skills and adapt to achieve outcomes.</p> <p>I effectively explore drama independently and form positive ideas with focus and intent.</p>

Theatre skills used in this assessment (Where/ how have you used them?)

What did you want to improve from your last assessment (your W and N from the SWAN)

How do you plan to improve this skill in this assessment

What Drama skills have you used in this topic that you have used in previous topics? How and where have you used them? Have you improved them? IMPROVED NOT IMPROVED

What transferable skills have you used in this topic and how do they link to a career not in Drama?

What score did you get on the multiple choice test?

What is this score as a %

S

W

aN

This year the drama topic I have enjoyed the most was.....

The drama skill I have worked hard on is.....

I think my strongest drama skill is.....

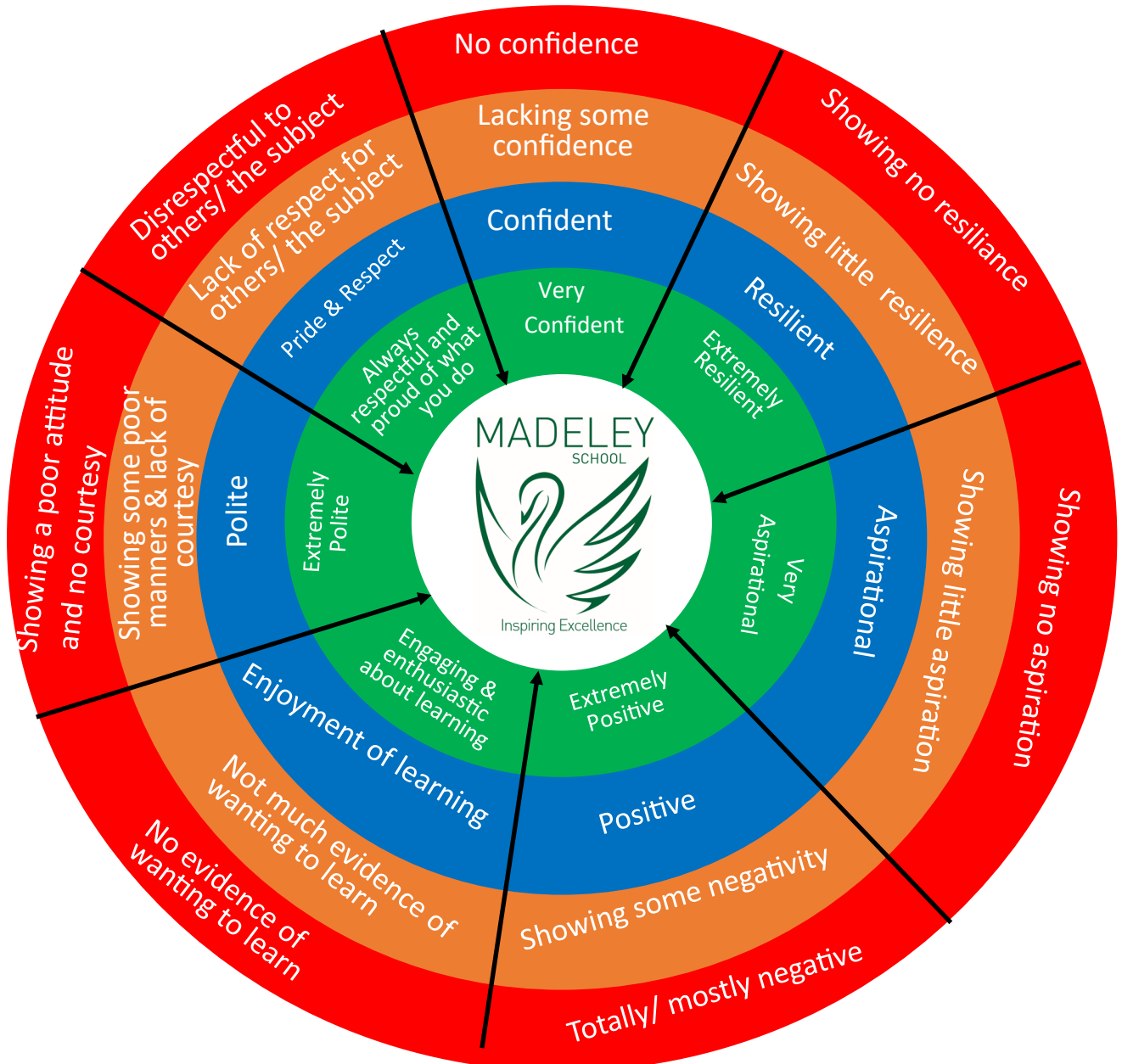
A skill that I would like to work on is.....

Something that didn't go well this year in drama was

.....

.....

To work on this I will



Devising Mock

Working with a stimuli you will create a performance in small groups. You will take part in technique workshops that explore different practitioner ways of working to incorporate into your performance. This is a Mock but will be assessed if it was the real thing. You also complete a written portfolio that is split onto 3 sections.

10



Devising (Mock)

Blood Brothers (Mock)

In this topic we will study Blood Brothers a play by Willy Russell. In this you will look at design aspects, acting styles, vocal skills, historical context, proxemics, intent in performance and character relationships. We will then look at the 4 main questions in the written exam and how to answer these questions in the time given.



Live Theatre Review (Mock) Blood Brothers (Mock)

Live Theatre Review (Mock)

We will watch a performance either live at the theatre or recorded and then develop the skills needed to review this. Key terms for this topic are Describe, Analyse and Evaluate. You will formulate your response using the P.E.A.R.L method.

Devising

Building on the knowledge that was developed in Year 10 during the mock of this topic you will create your written portfolio of 2500 words and create your performance that will be recorded and sent to the external examiner. This is marked in school but checked by AQA. This is 40% of the GCSE.



Text in Practice (Mock)

11

Devising

Text in Practice

In both the mock and the actual GCSE of this unit you will study and perform two sections of a play that meet the time limit. This can be a monologue or group performances. There is no written element to this part of the course and you are marked based on your theatrical skills. This is 20% of the GCSE



Text in Practice



Blood Brother & Live Theatre Review

The final part of the GCSE is the written exam that is 1hr 45 mins long. You will be asked 4 multiple choice questions, 4 questions on Blood Brothers and One question on Live theatre review. This is marked out of 80 and is 40% of the GCSE.



Live Theatre Review

Blood Brothers



Apprenticeship
Btec
T Level
Alevel

Naturalistic Movement: Movement which helps to portray character

Naturalistic Terms

TERM	WHAT IT MEANS
Body Language	Messages given by the position of the body.
Facial Expression	Look on the face to show emotion.
Eye Contact	Where the eyes are looking to portray emotion.
Gesture	A movement of the hand or arm which communicates a message.
Mannerisms	A common movement used by a character to show personality.
Posture	How the body is held upright.
Positioning	The placement of the actors on stage.
Proxemics	The positioning and distance of characters on stage to give dramatic impact.
Use of Space	The way the character moves around the space.

Stylized Movement: Movement which tells a section of the story and is more abstract.

Stylized Movement Terms

TERM	WHAT IT MEANS
Balance	The distribution of weight.
Mime	A stylized form of movement which creates an illusion without speech or props.
Positioning	The placement of the actors on stage.
Proxemics	The positioning and distance of characters on stage to give dramatic impact.
Rhythm	Movements which follow a pattern or beat.
Speed	How fast or slow movements are.
Stance	The attitude of the position the actor's body is in.
Timing	Moving or pausing at the right moment.
Use of Levels	Position which are high up, mid-level or low down.
Use of Space	The way actors move around the space.
Use of Direction	The direction of movement of actors on the stage.

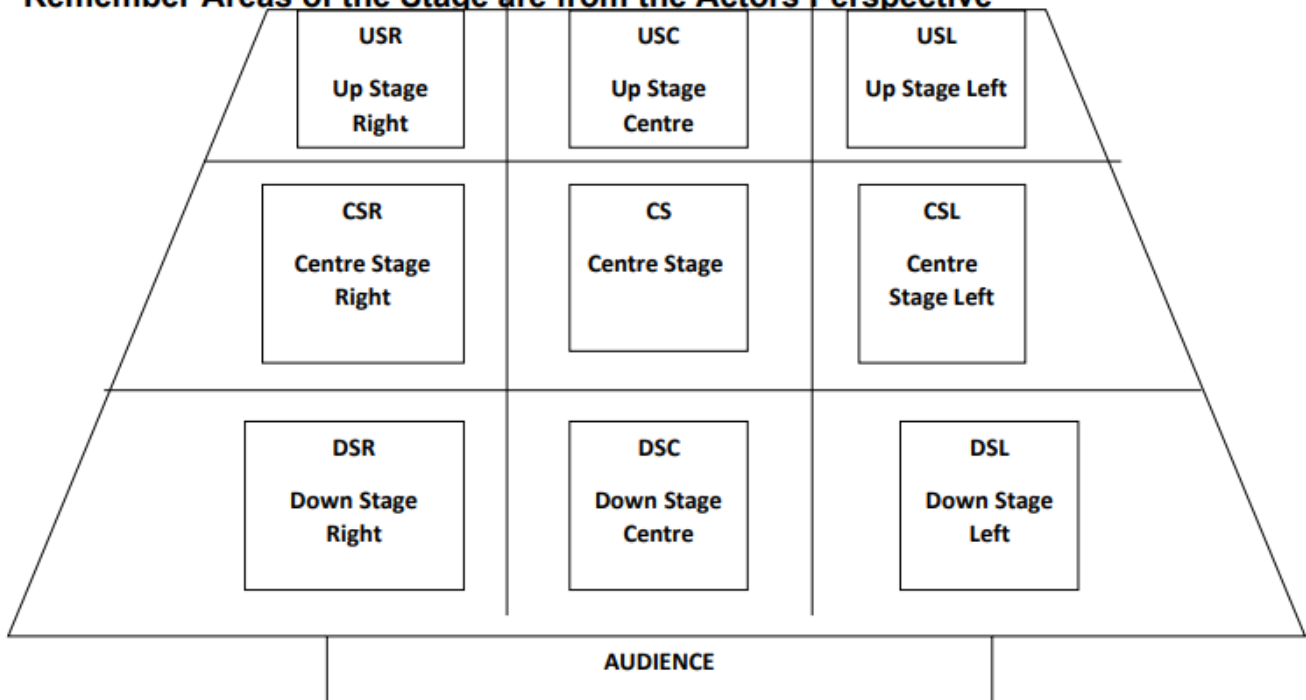
TYPES OF STAGING

TYPE	DESCRIPTION
End On	The audience are seated at the end of the acting area.
Theatre in the Round	The audience are seated on all four sides of the acting area, in the shape of a circle or a square
Thrust	The audience are seated on three sides of the acting area in a U shape.
Avenue/Traverse	The audience are seated on two sides of the acting area, a bit like a catwalk.
Promenade	The audience follow the action around a venue.
Proscenium Arch	The action takes place on a raised stage with a prominent arch around the top of the end on stage.

Areas of the Stage are the nine different stage positions which should be referred to when describing positions of set, lights, props or actors.

AREAS OF THE STAGE

Remember Areas of the Stage are from the Actors Perspective



Acting Terms	Definition
Accent	Way of speaking used in a local area or country
Body Language	Messages given by the position or movement of the body
Characterisation	The process of fully developing a character
Dramatic Irony	Actions or remarks whose significance is not realised by all the characters
Emphasis	The stress on a word or phrase
Facial expression	Look on face which shows emotion
Fluency	Natural, flowing speech
Focus	Key moment, scene, character, relationship or event in a drama
Hot-seating	Questioning a character in role
Intonation	Rising and falling of voice in speech
Masking	One actor unintentionally preventing another from being seen by the audience
Monologue	A character speaks their thoughts aloud
Movement	Use of the body as a means of communication
Pace	Speed of speech or movement
Pause	A break in speaking; period of silence
Pitch	How high or low the voice is
Posture	Position of the body – how it is held
Register	Appropriate speech for the person being spoken to, or for the situation
Rhythm	Movements or speech which follow a pattern or beat
Soliloquy	A single lengthy speech, made when no other characters are on stage
Stance	Attitude or position of the body
Status	Importance relative to others
Tension	Build up of excitement
Thought tracking	An aid to characterisation: the character speaks their thoughts out loud
Timing	Speaking, moving or pausing at exactly the right moment
Tone	Change of voice to express emotion
Voices in the head	Recall of words said by others about a character or situation
Volume	Loudness or quietness of the voice

VOICE

Below are a list of voice terms which are used to help an actor or director describe how voice is used during a drama to add emotion or effect.

TERM	WHAT IT MEANS
Pitch	How high or low a voice is.
Pace	The speed of speech.
Emphasis	Stress on a word or phrase.
Volume	How loud or quiet a voice is.
Accent	Way of speaking in a country or local area.
Clarity	Clearness of the voice.
Intonation	The rising and falling of the voice.
Pause	A break in speaking; a period of silence.
Tone	The changing of the voice to express emotion.
Articulation	Clear pronunciation of words.
Fluency	Natural, flowing speech.
Projection	Strength and volume in the voice when speaking.
Register	Appropriate speech for the person being spoken to.
Rhythm	Words delivered following a beat or pattern.

CHARACTERISATION AND REHEARSAL TECHNIQUES

Characterisation and Rehearsal Techniques are games and exercises which are carried out during the rehearsal process to aid plot and character development.

TECHNIQUE	WHAT IT IS
Character Cards	A document with character information on it.
Giving Witness	Reporting on off stage action.
Hot Seating	An actor is interviewed or asked questions and must respond in character.
Improvisation	Making up a scene in order to explore a situation or relationship.
Key Moments	Exploration of an important section or relationship in the drama.
Mantel of the Expert	The actor becomes an expert of something and improvises as if they know everything about that subject.
Role Play	Exploration of the attitudes and beliefs of a certain role.
Role on the Wall	The role or character is drawn and ideas, thoughts, given circumstances etc, are written down around the image.
Role-Reversal	Actors reverse roles in a rehearsal to increase understanding of a given situation.
Still Image or Talking through the image	An image created to help capture a key moment or emotion.
Use of prop	Exploration of a key prop during rehearsals.
Thought Tracking	An aid to characterisation: the character speaks their thoughts out loud
Thought Tunnel	Characters create a tunnel as one character walks through it, thoughts on the character or a situation are spoken aloud.
Voices in the Head	Recall of words said about a character or situation by an actor in role.
Visualisation Exercises	Use of the imagination to create a picture of a character or situation in their head.
Writing in Role	An actor writes in role about another character or situation (email, text, letter, diary entry etc.)

CONVENTION	WHAT IT IS
Flash-Back	The Drama jumps back in time during the performance.
Flash-Forward	The Drama jumps forward into the future.
Tableau	A still image which gives an overview of a whole situation.
Freeze Frame	A still image which represents a moment in the Drama.
Mime	Creates an illusion without speech or props.
Monologue	An character speaks thoughts and emotions out loud. This can be delivered directly to the audience.
Movement	Could be a stylized movement piece to represent a section of the Drama.
Aside	An actor given information to the audience which other characters on stage don't know about. This can also be a commentary of the action.
Slow Motion	A section of the Drama is performed slowly.
Narration	A section of the story is spoken. There may be some action happening at the same time. This is usually spoken directly to the audience.
Voice Over	Pre recorded voice explaining the action, the thoughts of a character or giving the audience guidance.
Soliloquy	One long speech presented by one character alone on stage.
Split Stage	The stage is split into two sections, so two different pieces of action can be seen alongside each other.
Dialogue	The words exchanged between characters.

Skill	Limited	Reasonable	Good	Excellent
Face the front				
Facial expressions				
Body language				
Use of voice				
Body as a prop/set				
Creating varied characters				
Use of status				
Different atmosphere/ genres				
Devise/ create own theatre				
Use of rehearsal time				
Confident performance				
Use of levels				
Communication skills				
Creative problem solving				
Motivation and commitment				
Time management				
Concentration/ focus				
Leadership				
Bouncing back				
Resilience				
Team work				
Independent work				