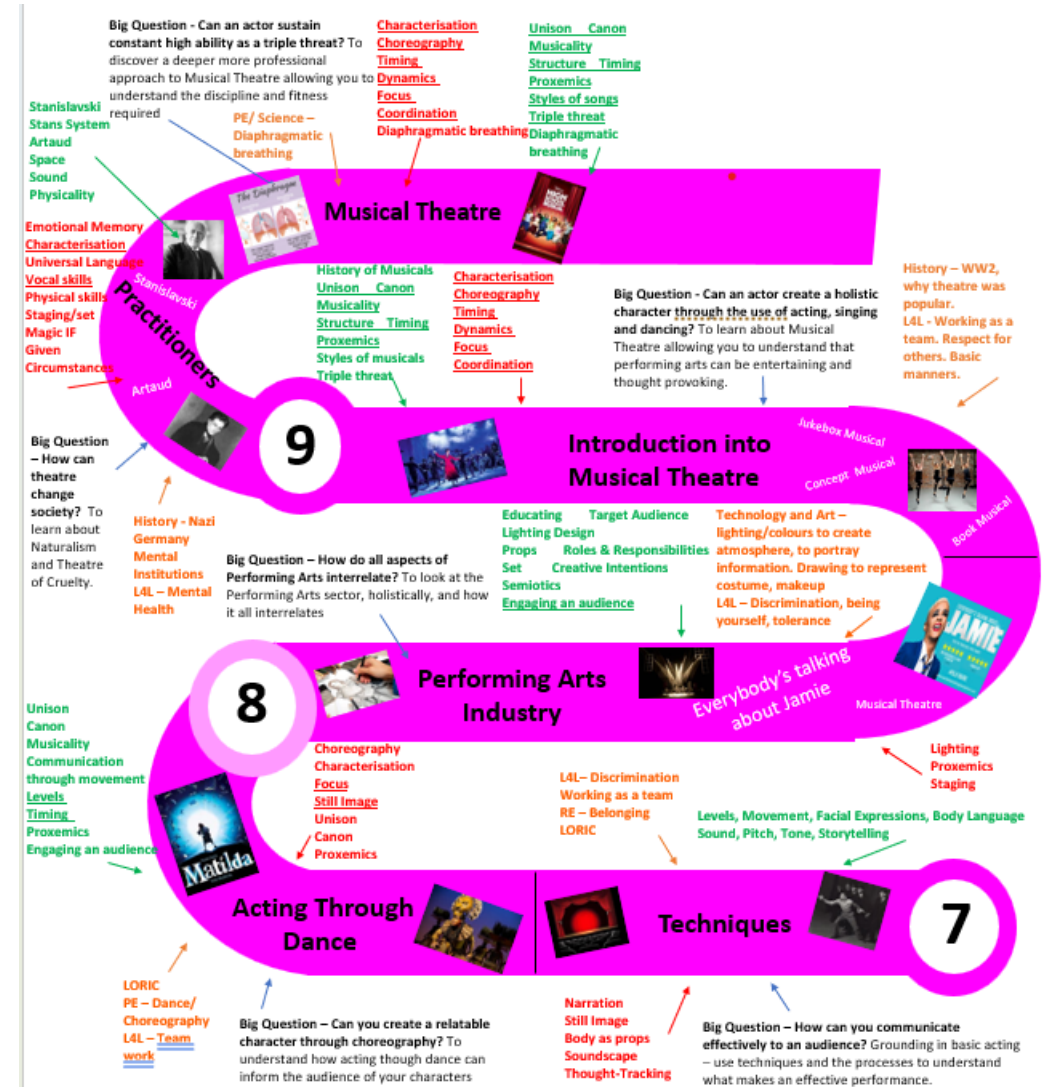


KS3 Assessment in **DRAMA**



What we study at KS3

	ROTATION 1	ROTATION 2
YEAR 7	Techniques	Acting through Dance (Musical Theatre)
YEAR 8	Performing Arts Industry	Introduction into Musical Theatre
YEAR 9	Practitioners	Musical Theatre



Lesson 1 - Pupils receive

- A glossary of key Drama terminology
- An overview of their learning journey
- A overview of what they will learn, why and how
- Introduction to the app (Idocio) where PLCs/ Rubrics are filled in (**These are under review to work alongside the PE Head, heart, hands**)

Still Image - PLC

Still Image - PLC	Above 3	Expected 2	Towards 1
Facial Expression Using your face to show how you feel 33.33%	Uses considered expressions to express emotion.	Uses appropriate expressions to express emotion.	Uses basic facial expressions to express emotion.
Body Language Using your body so the audience understand how you might be feeling 33.33%	Uses considered body language to express their characters feelings.	Uses appropriate body language to express their characters feelings.	Uses basic body language to express their characters feelings.
Levels To make the piece look aesthetically pleasing 33.33%	Uses levels consistently throughout the piece with confidence and flare.	Uses levels with ...	Uses levels sporadically within a piece.

When	What will I learn and what skills will I develop?	Why do I need to know this?	How will I learn this?
Year 7	Techniques Big question – How can you communicate effectively to an audience? <i>Focus: Grounding in basic acting – use techniques and the processes to understand what makes an effective performance. Understanding the basic elements so you can be confident when devising enabling you to use your time efficiently.</i> <ul style="list-style-type: none"> You will learn techniques such as; Still Image, Narration, Physical Theatre (Body as props), Soundscape, thought tracking. How to make an effective and interesting performance with the use of Levels and the previous techniques. Knowing when to implement them and having a justification for it. How to communicate using other modes of communication, for example, eye contact, body language and effort actions. 	<ul style="list-style-type: none"> Can make informed decisions about your choice of techniques in the future. Know how to get your creative intentions across to the audience. Develop skills and can confidently control and use them in the future. Can create a piece confidently with flare and uniqueness Can work safely in a team and understand the value of teamwork and communication 	<ul style="list-style-type: none"> Complete all work in class and homework tasks. Watch teacher demonstrations. Work with your peers who have mastered skills. Experiment with different techniques and work towards mastering each. Analyse your own work and evaluate it to inform your improvement targets. Analyse your peers work so you can become a critical thinker Complete a personal learning checklist. Take part in quizzes and tests to make sure that your learning has stuck.

Rotation 2 Musical Theatre											
T3 spellings	Yr 8 Lesson 2/3 Roles and Responsibilities		Yr 8 Lesson 4/5 Types of Musicals		Yr 8 Lesson 7, 8, 9, 10 Choreography			Yr 8 Lesson 11 Performance			
12 Points	Above	Expected	Above	Expected	Skills	Focus	Choreography	Apply	Skills	Performance	
100%	66%	2	50%	2	1	77%	2	3	2	66%	2
58%	66%	2	33%	2	1	77%	2	3	2	33%	1
83%	33%	1	66%	3	1	44%	1	2	1	33%	1
66%	33%	1	33%	1	1	66%	2	2	2	66%	2
83%	33%	1	33%	2	1	55%	1	2	2	66%	2
66%	33%	1	33%	1	1	66%	2	2	2	33%	1
58%	0%	0	33%	2	2	55%	1	2	2	66%	2
33%	33%	1	33%	1	1	44%	1	1	2	33%	1
0%	33%	1	33%	1	1	33%	1	1	1	33%	1
58%	33%	1	50%	2	1	66%	2	2	2	66%	2
66%	33%	1	33%	1	1	33%	1	1	1	33%	1
75%	66%	2	50%	2	1	66%	2	2	2	66%	2
58%	66%	2	50%	2	1	66%	2	2	2	66%	2
41%	33%	1	33%	1	1	55%	1	2	2	33%	1
0%	33%	1	33%	1	1	44%	1	1	2	0%	0
50%	66%	2	66%	2	2	77%	2	3	2	66%	2
83%	33%	1	33%	1	1	33%	1	1	1	33%	1
83%	33%	1	50%	2	1	66%	2	2	2	66%	2
16%	33%	1	33%	1	1	33%	1	1	1	33%	1
66%	66%	2	50%	2	1	77%	2	3	2	66%	2
50%	66%	2	50%	2	1	66%	2	2	2	66%	2
25%	66%	2	50%	2	1	66%	2	2	2	66%	2
66%	66%	2	50%	2	1	66%	2	2	2	66%	2

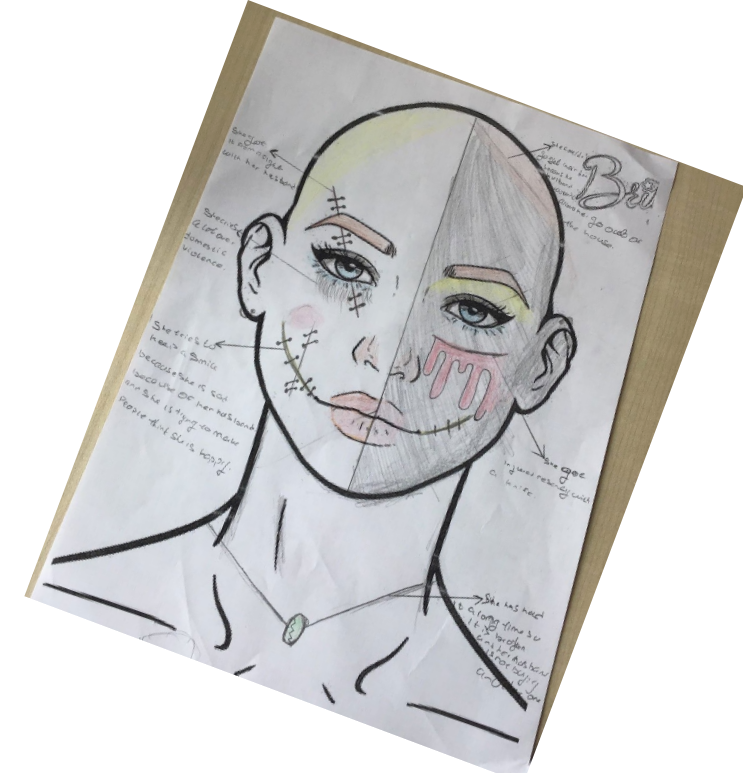
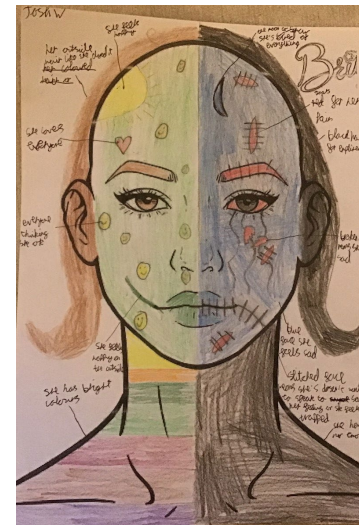
Key Terminology Assessment

- key terminology and definition spelling test in the third lesson of any new topic. These are used in most lesson within discussions and peer feedback.

Key Words	Definition
Techniques	A way of carrying out a specific task
Facial Expressions	Using your face convey emotion
Body Language	Using your body to convey emotion
Levels	Different heights actors are positioned at
Aesthetically	Something looking beautiful, nice to look at
Narration	The process of telling a story
Projection	The ability to use your voice loudly, powerfully and clearly
Pitch	Height or depth of voice
Tone	Emotional sound of the voice
Soundscape	Sounds to create a location or atmosphere
Dynamics	The volume in sound
Diminuendo	Gradually getting quieter
Crescendo	Gradually getting louder
Attention	Taking notice of something important – the details
Effective	Successful in outcome

Summative Assessment

- Following practice, rehearsal and formative assessments, pupils demonstrate what they can now do and what they have learnt.
- This can be through performance, sketches and written work.



Ongoing formative assessment examples

There is a range of strategies used to assess pupil progress.

They include:

Hinge Questions

Checklists

Teacher led Q&A

Whiteboards

Low stakes quiz

One sentence summary

Think pair share

Self and Peer Assessments as part of their ongoing process of developing knowledge and skills

Homework Tasks

Practical assessments in performance and devising

Multiple choice questions on such as Microsoft Teams

Comprehension questions about Reading Homework