

# Roundwood Park School

## Drama



### Skills descriptors

Planning

Creating

Performance

Analysis and Evaluation

## YEAR 9

		YEAR 8		YEAR 9	
				<b>MASTERING +</b> Working at a level expected for high achieving GCSE students	
<b>YEAR 7</b>		<b>MASTERING+</b> Is astutely aware of their own strengths and development points and consistently adapts their approach accordingly. Initial ideas are influenced by personal research and considers contextual factors on character/style and/or content as well as audience impact. Sets and adheres to deadlines and seeks alternative perspectives on ideas in order to achieve the most successful outcome. Plans for how resources in performances will be used and resources them at the earliest opportunity.		<b>MASTERING</b> Is astutely aware of their own strengths and development points and consistently adapts their approach accordingly. Initial ideas are influenced by personal research and considers contextual factors on character/style and/or content as well as audience impact. Sets and adheres to deadlines and seeks alternative perspectives on ideas in order to achieve the most successful outcome. Plans for how resources in performances will be used and resources them at the earliest opportunity.	
<b>MASTERING+</b> Understands their own strengths and areas for improvement, showing evidence of being able to change their approach to reach more positive outcomes for the group. Questions their own opinion regarding subject matter. Timeframes are worked into the process and encouragement is made of all members of the group who work positively as a result. Theatrical devices are chosen and planned early in interesting and insightful ways. Seeks out problems to solve with enthusiasm.		<b>MASTERING</b> Understands their own strengths and areas for improvement, showing evidence of being able to change their approach to reach more positive outcomes for the group. Questions their own opinion regarding subject matter. Timeframes are worked into the process and encouragement is made of all members of the group who work positively as a result. Theatrical devices are chosen and planned early in interesting and insightful ways. Seeks out problems to solve with enthusiasm.		<b>SECURING</b> Understands their own strengths and areas for improvement, showing evidence of being able to change their approach to reach more positive outcomes for the group. Questions their own opinion regarding subject matter. Timeframes are worked into the process and encouragement is made of all members of the group who work positively as a result. Theatrical devices are chosen and planned early in interesting and insightful ways. Seeks out problems to solve with enthusiasm.	
<b>MASTERING</b> Consistently leads discussion showing knowledge of the strengths of others. Outcomes will be planned for and deadlines considered. Knowledge is retrieved and perceptively linked to the benefit of all others in the work group. Selects and rejects ideas and dramatic devices showing clear evidence of a growing theatrical awareness.		<b>SECURING</b> Consistently leads discussion showing knowledge of the strengths of others. Outcomes will be planned for and deadlines considered. Knowledge is retrieved and perceptively linked to the benefit of all others in the work group. Selects and rejects ideas and dramatic devices showing clear evidence of a growing theatrical awareness.		<b>DEVELOPING</b> Consistently leads discussion showing knowledge of the strengths of others. Outcomes will be planned for and deadlines considered. Knowledge is retrieved and perceptively linked to the benefit of all others in the work group. Selects and rejects ideas and dramatic devices showing clear evidence of a growing theatrical awareness.	
<b>SECURING</b> Consistently shares ideas and positive contributions planning towards successful shared outcomes. Shows ability to retrieve knowledge from all key areas of the taught work and guide the thinking of others. There is clear evidence of staging choices being made from the outset.		<b>DEVELOPING</b> Consistently shares ideas and positive contributions planning towards successful shared outcomes. Shows ability to retrieve knowledge from all key areas of the taught work and guide the thinking of others. There is clear evidence of staging choices being made from the outset.		<b>ACQUIRING</b> Consistently shares ideas and positive contributions planning towards successful shared outcomes. Shows ability to retrieve knowledge from all key areas of the taught work and guide the thinking of others. There is clear evidence of staging choices being made from the outset.	
<b>DEVELOPING</b> Shares ideas and positive contributions planning towards shared outcomes. Shows ability to retrieve knowledge from areas of the taught work with evidence of staging decisions being made.		<b>ACQUIRING</b> Shares ideas and positive contributions planning towards shared outcomes. Shows ability to retrieve knowledge from areas of the taught work with evidence of staging decisions being made.			
<b>ACQUIRING</b> Is a part of the creation process and makes some performance choices.					

# Drama – Creating

		YEAR 9	
		<b>YEAR 8</b>	<b>MASTERING +</b> Working at the level expected for mid -high achieving GCSE students
<b>YEAR 7</b>	<b>MASTERING +</b> Actively and successfully sets a creative and positive working atmosphere in rehearsal. Ensures the quality of the end performance through rehearsing combinations of design and performance elements, showing full focus on desired outcome and the intended audience impact. Their personal research, leadership and direction of ideas in the group raises the achievements of each member. Takes responsibility for the piece and its challenges but encourages the investment of others to create work that is plausible, sincere and effective in communicating clear contextual factors, messages and meanings.	<b>MASTERING</b> Actively and successfully sets a creative and positive working atmosphere in rehearsal. Ensures the quality of the end performance through rehearsing combinations of design and performance elements, showing full focus on desired outcome and the intended audience impact. Their personal research, leadership and direction of ideas in the group raises the achievements of each member. Takes responsibility for the piece and its challenges but encourages the investment of others to create work that is plausible, sincere and effective in communicating clear contextual factors, messages and meanings.	<b>MASTERING</b> Actively and successfully sets a creative and positive working atmosphere in rehearsal. Ensures the quality of the end performance through rehearsing combinations of design and performance elements, showing full focus on desired outcome and the intended audience impact. Their personal research, leadership and direction of ideas in the group raises the achievements of each member. Takes responsibility for the piece and its challenges but encourages the investment of others to create work that is plausible, sincere and effective in communicating clear contextual factors, messages and meanings.
<b>MASTERING +</b> Looks to develop themselves in terms of skills and awareness by committing to extra-curricular practice and opportunities. Takes responsibility to provide key design elements and/or script based on ideas negotiated by the group. Can fully justify the key ideas and intentions within each stage of rehearsal. Creates work based on the needs of the task and intentions and at times directs others to be able to achieve shared success. Can adapt their approach within rehearsal for increased productivity for the group and helps address the challenges within the task positively.	<b>MASTERING</b> Looks to develop themselves in terms of skills and awareness by committing to extra-curricular practice and opportunities. Takes responsibility to provide key design elements and/or script based on ideas negotiated by the group. Can fully justify the key ideas and intentions within each stage of rehearsal. Creates work based on the needs of the task and intentions and at times directs others to be able to achieve shared success. Can adapt their approach within rehearsal for increased productivity for the group and helps address the challenges within the task positively.	<b>SECURING</b> Looks to develop themselves in terms of skills and awareness by committing to extra-curricular practice and opportunities. Takes responsibility to provide key design elements and/or script based on ideas negotiated by the group. Can fully justify the key ideas and intentions within each stage of rehearsal. Creates work based on the needs of the task and intentions and at times directs others to be able to achieve shared success. Can adapt their approach within rehearsal for increased productivity for the group and helps address the challenges within the task positively.	<b>SECURING</b> Looks to develop themselves in terms of skills and awareness by committing to extra-curricular practice and opportunities. Takes responsibility to provide key design elements and/or script based on ideas negotiated by the group. Can fully justify the key ideas and intentions within each stage of rehearsal. Creates work based on the needs of the task and intentions and at times directs others to be able to achieve shared success. Can adapt their approach within rehearsal for increased productivity for the group and helps address the challenges within the task positively.
<b>MASTERING</b> Focuses all ideas on audience response. Creatively considers which dramatic conventions to use and their predicted impact. Can justify ideas in terms of the requirements of the task. Shows the ability to work design ideas into pieces that add to the creation of setting, tone and atmosphere. Understands the role of a Director and rehearses scenes from the audience’s perspective. Positively contributes to the progress of others and the integrity of the piece. Rises to the challenge when stuck and seeks other opinions on the work being created.	<b>SECURING</b> Focuses all ideas on audience response. Creatively considers which dramatic conventions to use and their predicted impact. Can justify ideas in terms of the requirements of the task. Shows the ability to work design ideas into pieces that add to the creation of setting, tone and atmosphere. Understands the role of a Director and rehearses scenes from the audience’s perspective. Positively contributes to the progress of others and the integrity of the piece. Rises to the challenge when stuck and seeks other opinions on the work being created.	<b>DEVELOPING</b> Focuses all ideas on audience response. Creatively considers which dramatic conventions to use and their predicted impact. Can justify ideas in terms of the requirements of the task. Shows the ability to work design ideas into pieces that add to the creation of setting, tone and atmosphere. Understands the role of a Director and rehearses scenes from the audience’s perspective. Positively contributes to the progress of others and the integrity of the piece. Rises to the challenge when stuck and seeks other opinions on the work being created.	<b>DEVELOPING</b> Focuses all ideas on audience response. Creatively considers which dramatic conventions to use and their predicted impact. Can justify ideas in terms of the requirements of the task. Shows the ability to work design ideas into pieces that add to the creation of setting, tone and atmosphere. Understands the role of a Director and rehearses scenes from the audience’s perspective. Positively contributes to the progress of others and the integrity of the piece. Rises to the challenge when stuck and seeks other opinions on the work being created.
<b>SECURING</b> Considers the impact of the devices being used in rehearsal. Works positively in groups to produce pieces that fit the requirements of the tasks. Considers design related elements when rehearsing. Focuses in rehearsal and can justify key choices made. Contributes positively to the group at all stages including in extra rehearsals.	<b>DEVELOPING</b> Considers the impact of the devices being used in rehearsal. Works positively in groups to produce pieces that fit the requirements of the tasks. Considers design related elements when rehearsing. Focuses in rehearsal and can justify key choices made. Contributes positively to the group at all stages including in extra rehearsals.	<b>ACQUIRING</b> Considers the impact of the devices being used in rehearsal. Works positively in groups to produce pieces that fit the requirements of the tasks. Considers design related elements when rehearsing. Focuses in rehearsal and can justify key choices made. Contributes positively to the group at all stages including in extra rehearsals.	<b>ACQUIRING</b> Considers the impact of the devices being used in rehearsal. Works positively in groups to produce pieces that fit the requirements of the tasks. Considers design related elements when rehearsing. Focuses in rehearsal and can justify key choices made. Contributes positively to the group at all stages including in extra rehearsals.
<b>DEVELOPING</b> Can justify some of the ideas being rehearsed. Positively contributes and shows some commitment to the rehearsal process. Most often helps to produce performances that meet the requirements of the task.	<b>ACQUIRING</b> Can justify some of the ideas being rehearsed. Positively contributes and shows some commitment to the rehearsal process. Most often helps to produce performances that meet the requirements of the task.		
<b>ACQUIRING</b> Contributes basic ideas to the process performance piece that sometimes meets the requirements of the task.			

		YEAR 8		YEAR 9	
				<b>MASTERING +</b> Working at the level expected for mid -high achieving GCSE students	
<b>YEAR 7</b>		<b>MASTERING +</b> Directs and/or performs showing consistent commitment, control and consideration in the use of a range of physical and vocal techniques as well as proxemics. Can interchange Design and performance skills incorporating both to gain a more direct and successful impact on the audience. Performs <b>and</b> operates with real confidence and knowledge about the purpose of the piece and therefore the directing, performing and design choices that need to be made.		<b>MASTERING</b> Directs and/or performs showing consistent commitment, control and consideration in the use of a range of physical and vocal techniques as well as proxemics. Can interchange Design and performance skills incorporating both to gain a more direct and successful impact on the audience. Performs <b>and</b> operates with real confidence and knowledge about the purpose of the piece and therefore the directing, performing and design choices that need to be made.	
<b>MASTERING +</b> Shows considerable focus, intention, creativity and organisation. Shows clarity of communication when directing, performing and/or operating design elements. Shows a building confidence and the ability to make adjustments mid-performance to serve the piece better. Shows clear and sensitive understanding about mood/tone to be created which is demonstrated by mature performances and design skills. Shows clear and effective understanding about how to frame the beginning and end of a piece of drama. Is most likely to take full advantage of extracurricular opportunities		<b>MASTERING</b> Shows considerable focus, intention, creativity and organisation. Shows clarity of communication when directing, performing and/or operating design elements. Shows a building confidence and the ability to make adjustments mid-performance to serve the piece better. Shows clear and sensitive understanding about mood/tone which is demonstrated by mature performances and design skills. Shows clear and effective understanding about how to frame the beginning and end of a piece of drama. Is most likely to take full advantage of extra -curricular opportunities		<b>SECURING</b> Shows considerable focus, intention, creativity and organisation. Shows clarity of communication when directing, performing and/or operating design elements. Shows a building confidence and the ability to make adjustments mid-performance to serve the piece better. Shows clear and sensitive understanding about mood/tone to be created which is demonstrated by mature performances and design skills. Shows clear and effective understanding about how to frame the beginning and end of a piece of drama. Is most likely to take full advantage of extracurricular opportunities	
<b>MASTERING</b> Shows consistent focus, control and commitment with performance skills as well as being creative and organised in the production of stage design aspects. Performs with enthusiasm, reliability, confidence, clarity and empathic understanding of character, setting and action in performance and/or stage design and choices fit the intention of the piece. Does not highlight mistakes in performance. Rounding themselves and further own experience. Creates characters on stage or design elements that are both plausible and sensitive towards what needs to be communicated.		<b>SECURING</b> Shows consistent focus, control and commitment with performance skills as well as being creative and organised in the production of stage design aspects. Performs with enthusiasm, reliability, confidence, clarity and empathic understanding of character, setting and action in performance and/or stage design and choices fit the intention of the piece. Does not highlight mistakes in performance. Rounding themselves and further own experience. Creates characters on stage or design elements that are both plausible and sensitive towards what needs to be communicated.		<b>DEVELOPING</b> Shows consistent focus, control and commitment with performance skills or is creative and organised in the production of stage design aspects. Performs with enthusiasm, reliability, confidence, clarity and empathic understanding of character, setting and action in performance and/or stage design where the choices made fit the intention of the piece. Does not highlight mistakes in performance. Creates characters on stage or design elements that are both plausible and sensitive towards what needs to be communicated.	
<b>SECURING</b> Shows focus, control and commitment with clear understanding about effective presentational skills regarding performance and/or design. Makes believable character choices showing understanding of how they use language to show intention. Roles are often performed with energy, audience awareness and appropriate interaction with other performers and or technicians.		<b>DEVELOPING</b> Shows focus, control and commitment with clear understanding about effective presentational skills regarding performance and/or design. Makes believable character choices showing understanding of how they use language to show intention. Roles are often performed with energy, audience awareness and appropriate interaction with other performers and or technicians.		<b>ACQUIRING</b> Shows focus, control and commitment with clear understanding about effective presentational skills regarding performance and/or design. Makes believable character choices showing understanding of how they use language to show intention. Roles are often performed with energy, audience awareness and appropriate interaction with other performers and or technicians.	
<b>DEVELOPING</b> Mostly shows control and commitment with movement and voice. Makes clear character choices and showing awareness of space and levels. Roles are often performed with energy and audience awareness.		<b>ACQUIRING</b> Mostly shows focus and commitment with movement and voice. Makes clear character choices and showing awareness of space and levels. Roles are often performed with energy and audience awareness.			
<b>ACQUIRING</b> Makes use of movement and voice, often creating clear characters and bringing some energy to performance.					

# Drama – Analysis and Evaluation

## YEAR 9

	<b>YEAR 8</b>	<b>MASTERING +</b> Working at a level above mastering
<b>YEAR 7</b>	<b>MASTERING +</b> Offers informed, insightful and constructive opinions about the quality of the process and the effect it had on performance. Shows maturity and perception in their understanding of how and why aspects of performance and design were communicated in the way they were and the impacts created. An independent approach to how they developed themselves or their piece during the process will be evident in the writing. Links may also be formed between their work and the world they live in.	<b>MASTERING</b> Offers informed, insightful and constructive opinions about the quality of the process and the effect it had on performance. Shows maturity and perception in their understanding of how and why aspects of performance and design were communicated in the way they were and the impacts created. An independent approach to how they developed themselves or their piece during the process will be evident in the writing. Links may also be formed between their work and the world they live in.
<b>MASTERING +</b> Constructively analyses and evaluates their own contributions to the process of creating work and those of others showing understanding about how the process affected performance. Shows clear and justified understanding of what was shown on stage, how it was performed and how design elements affected the impact on the audience. Adapts their use of language in the way they feedback to others.	<b>MASTERING</b> Constructively analyses and evaluates their own contributions to the process of creating work and those of others showing understanding about how the process affected performance. Shows clear and justified understanding of what was shown on stage, how it was performed and how design elements affected the impact on the audience. Adapts their use of language in the way they feedback to others.	<b>SECURING</b> Constructively analyses and evaluates their own contributions to the process of creating work and those of others showing understanding about how the process affected performance. Shows clear and justified understanding of what was shown on stage, how it was performed and how design elements affected the impact on the audience. Adapts their use of language in the way they feedback to others.
<b>MASTERING</b> Analyses and evaluates their own contributions to the process of creating work and those of others. Shows clear understanding of what was shown on stage and how it was performed. Understands how the performance and/or the design elements communicated meaning to the audience. Shows understanding about the effects their words may have on others.	<b>SECURING</b> Analyses and evaluates their own contributions to the process of creating work and those of others. Shows clear understanding of what was shown on stage and how it was performed. Understands how the performance and/or the design elements communicated meaning to the audience. Shows understanding about the effects their words may have on others.	<b>DEVELOPING</b> Analyses and evaluates their own contributions to the process of creating work and those of others. Shows clear understanding of what was shown on stage and how it was performed. Understands how the performance and/or the design elements communicated meaning to the audience. Shows understanding about the effects their words may have on others.
<b>SECURING</b> Evaluates own contribution and that of others. Understands how basic drama techniques affected the audience. Clearly accounts for WWW and EBI relating to the piece created. Can compare and contrast the intentions with the outcome of a piece Accountability within the group whether successful or otherwise	<b>DEVELOPING</b> Evaluates own contribution and that of others. Understands how basic drama techniques affected the audience. Can compare and contrast the intentions with the outcome of a piece.	<b>ACQUIRING</b> Evaluates own contribution and that of others. Understands how basic drama techniques affected the audience. Can compare and contrast the intentions with the outcome of a piece.
<b>DEVELOPING</b> Shows understanding of own contribution and that of others in the group. Demonstrate understanding of the effect the piece had on the audience and what would improve it.	<b>ACQUIRING</b> Shows understanding of own contribution and that of others in the group. Demonstrate understanding of the effect the piece had on the audience and what would improve it.	
<b>ACQUIRING</b> Can identify areas of own contribution and success as well as areas to develop further.		