Assessment Table

AoLE: EXPRESSIVE ARTS	Subject: DRAMA	Year: 7	Assessment: Drama Games & Plays

Progression Indicator	Skills
Excelling	I can fully **perform** in front of the class using the ten points of assessment criteria for performance. I can **demonstrate** that all dialog has been learnt, requiring '*No Script*' and creating realism with a '*Feeling of Truth*'. I can actively **contribute** to class discussions about work content and provide feedback on how to improve individually and collectively. I can **use** video/audio editing techniques and software to record performances. I can **include** props, costumes, lighting and staging to enhance the visual quality of performances.
Advancing	I can **perform** in front of the class confidently using seven or eight points of assessment criteria for performance. I can **demonstrate** that I can follow stage directions correctly, '*Transitioning*' between scenes and characters '*Multi-roling*'. I can **personalise characters** by '*Projecting Voice*' using elements of oracy and pace, clarity and accent, that demonstrates the characteristics and personality of the role. I can **articulate** how others and myself should improve our performance. I can **consider** the audience in my performances and implement the appropriate soundtracks and audio.
Securing	I can **perform** in front of the class with a script using five or six points of assessment criteria for performance. I can **demonstrate** use of '*Facial Expressions*' and '*Physical Skills*' of gesture, posture and body language to express the characters emotions. I can **provide** my opinion to learning objectives and topics covered. I can **suggest** improvements that can be made to own performance or other students/group performances. I can **explain** the rules of the drama games or the theme, genre, characters and plot of the play being performed.
Beginning	I can **perform** in front of the teacher or class using one, two, three or four points of assessment criteria for performance. I can **demonstrate** good concentration by staying in character '*Fourth Wall*', avoiding eye contact with the audience or losing focus (for example: laughing) I can **consider** positioning to '*Face the Audience*' and not block the view of other actors by distancing correctly '*Proxemics*' on stage. I can **understand** and **utilise** levels and space for visual synthetics by '*Following Stage Directions*' and reading the script correctly. I can **identify** the type of characters '*Protagonist or Antagonist*'. Recognising the personality and characteristics of the role, using '*Naturalism*' illusion of reality. I can **describe** what makes a successful performance, using learning objectives/assessment criteria and understanding of theatre.

MARKING			Points	Assessment Criteria
Ability			1	Fourth Wall _ Stay in Character
E	Excelling	9 or 10 points	2	Face the Audience _ Positioning
A	Advancing	7 or 8 points	3	Proxemics _ Distances between Actors/Actresses
S	Securing	5 or 6 points	4	Follow Stage Directions _ Use of Space & Levels
B	Beginning	1,2,3 or 4 points	5	Use Facial Expressions _ Express Emotion
Effort			6	Physical Skills _ Body Language, Gesture, Posture

Am	Ambitious		7	Project Voice _ Tone, Volume, Range, Pace, Clarity, Accent
A	Active		8	Transitions _ Changing Scenes & Multi-roling
P	Passive		9	Feeling of Truth _ Creation of Realism on Stage
R	Resistant		10	No Script _ Learnt of Lines

LEARNING JOURNEY

Year 7 Lessons 'Games & Plays'

Week	Topic	Learning Objectives
1	Introduction to Drama	Character Reference & Terminology
2	Activity 1, 2, 3 'Team Focus, Name Game, 21'	Reaction time, memory, focus, sensory feelings, eye contact, movement, concentration
3	Activity 4, 5, 6 'Memory Game, Corners, Wink Murder'	Listening, rhythm, timing, decision making, strategy, risk, creativity, body language, acting
4	Activity 7, 8, 9 'Night Watchman, Collaboration, 2 Truths & 1 Lie'	Stage presence, levels, freeze frame, communication skills, improvisation, imagination
5	Activity 10, 11, 12 'Improvisation Game, Sun Shines On, Traffic Lights'	Confidence, storytelling, acting, building rapport, awareness of space, thought process
6	Activity 13, 14 'Photo Scene, Alphabet Acting'	Freeze frame, facial expressions, body language, still image, imagination, team work
7	Activity 15 'Object Game'	Fun, improvisation, confidence, use of props, plot, realism
8	Activity 16 'Word Story'	Storytelling, script writing, characters, dialog, props, creativity
9	Activity 17 'Mime'	Body language, movement, facial expressions, team work
10	Activity 18 'One Word Story'	Acting, coherent storytelling, focus, creative ideas, genres, improvising
11	Activity 19, 20, 21 'Copy Cat, Relay, Guessing Game'	Minimalism, eye contact, awareness, dance, movement, body language, miming
12	Activity 22 'Brecht'	Traverse stage, multi-roling, narrator, storytelling, gestus, direct address, improvisation
13	Favourite Christmas Films 'Numeracy'	Design a bar chart using SALUTE to find the Mode, Fractions & Percentages of favourite Christmas Films
14-20	Jungle Book	Learning how to act as animals, movement, body language, conflict, protagonist 'Mowgli'
21-26	Roald Dahl	The Twits, Matilda, James & giant peach, Charlie & chocolate factory, Ghost Stories, BFG, Mr Fox, Witches
27-32	Disney	Peter Pan, Beauty & the Beast, Robin Hood, Cinderella
33-39	Musicals	Oliver Twist, Annie, Alice in Wonderland