



Assessment Table

AoLE: EXPRESSIVE ARTS	Subject: DRAMA	Year: 8	Assessment: Creative Writing
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Progression Indicator	Writing Skills
Excelling	I can use all ten points of assessment criteria for writing, including answering the question correctly, applying ' <i>Quality</i> ' and sophistication and the ability to ' <i>Self-Reflect</i> '. I can invent and develop sophisticated scripts and performances, that are well structured and utilise different techniques found in this industry of Drama, Film and Theatre. I can analyse own and others work, considering intent, purpose and audience. Make comments on characterisation, plot, relationships, body language and facial expressions. I can apply consideration characteristics and personalities of roles, implementing creative ideas and imagination when writing a script or devising a piece of theatre. I can write and use strategies to correctly spell complex and irregular words and phrases.
Advancing	I can use seven or eight of assessment for writing, including the correct ' <i>grammar spellings/punctuation</i> ' and demonstrate ' <i>Understanding of assessment criteria</i> '. I can write using imaginative, varied and precise vocabulary. Using appropriate language, standard forms and higher-level spelling. I can recognise the different genres ' <i>Comedy, Mime, Horror, Tragedy, Drama</i> ' and character stereotypes ' <i>Hero, Villian, Protagonist, Antagonist</i> '.
Securing	I can use five or six of assessment criteria for writing, including neat ' <i>Handwriting</i> ' that is presentable and genuine effort to complete all the ' <i>Learning Objectives</i> '. I can demonstrate knowledge of the play/script being created/performed and understand the characters' relationships and connection to the plot.
Beginning	I can use one to four of assessment criteria for writing, including the correct ' <i>Layout</i> ' with the date and title. The use of creative and imaginative writing when ' <i>Storytelling</i> '. I can create clear ' <i>Storyboards</i> ' that include quality drawings/illustrations and include ' <i>Structure</i> ' with a plot (beginning, middle, end), a genre and characters. I can write from left to right, recognising the alphabetic nature of writing and meaning. Also, recognise the difference between scripts and storyboards.

AoLE: EXPRESSIVE ARTS	Subject: DRAMA	Year: 8	Assessment: Techniques, Skills & Plays
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Progression Indicator	Performance 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 ' <i>No Script</i> ' and creating realism with a ' <i>Feeling of Truth</i> '. 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, ' <i>Transitioning</i> ' between scenes and characters ' <i>Multi-roling</i> '. I can personalise characters by ' <i>Projecting Voice</i> ' 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 ' <i>Facial Expressions</i> ' and ' <i>Physical Skills</i> ' 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 ' <i>Fourth Wall</i> ', avoiding eye contact with the audience or losing focus (for example: laughing) I can consider positioning to ' <i>Face the Audience</i> ' and not block the view of other actors by distancing correctly ' <i>Proxemics</i> ' on stage. I can understand and utilise levels and space for visual synthetics by ' <i>Following Stage Directions</i> ' 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

Year 8 Writing & Performance Assessment Criteria

MARKING WRITING & DRAWINGS			Points	Assessment Criteria
Ability			1	Formatted correctly 'Date & Title' _ Layout
E	Excelling	9 or 10 points	2	Quality of Drawings/Illustrations _ Storyboard
A	Advancing	7 or 8 points	3	Creativity of Writing 'Imagination' _ Storytelling
S	Securing	5 or 6 points	4	Characters, Genre, Plot 'Begging, Middle, End' _ Structure
B	Beginning	1,2,3 or 4 points	5	Completed the Learning Objectives _ Effort
Effort			6	Presentation of Work _ Handwriting
Am	Ambitious		7	Spellings & Punctuation _ Grammar
A	Active		8	Demonstrated Understanding _ Assessment Criteria
P	Passive		9	Answering the Question correctly _ Quality of Writing
R	Resistant		10	Marking Own Work _ Self-Reflecting

MARKING PERFORMANCES			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 8 Lessons 'Creative Writing, Performance Techniques, Skills & Plays'

Week	Topic	Learning Objectives
1	Introduction to Drama	Character Reference & Terminology
2	Time Machine / Historical Figures 'Numeracy'	Physical Theatre, Performing, transporting a character 'explore a different time/location'
3	Advert	Creative, Persuasive, Entertaining, Soliloquy 'character speaks directly to audience'
4	Reality TV Show	Personalities, Conflict, Show Ideas, Captivating, Alter Ego, Frame distancing
5	Number Acting	Concentration, Focus, Memory, Script Writing
6	Halloween	Tension, Horror, Scary, Suspense, Climax/Anti-climax, Genre, Soundscape
7	Holiday from Hell	Comedy, Disaster, Imagination, Emotional, Style



8	Alphabet	Imagination, Problem Solving, Script Writing, Dramatic Irony
9	Musicals	Importance of Music, Drama, Art & Dancing
10	Christmas Spirit	Being Festive, Joyful & Creative
11	Film Analysis	Watch the film 'Scrooge: A Christmas Carol'
12	Scrooge	Acting, Props, Stage Directions, Costumes
13	Film Evaluation	Watch 'Scrooge: A Christmas Carol' & Review
14-20	Romeo & Juliet	Learn Script, Stage Presence & Class Production
21-26	Sweeney Todd	Perform on stage to audience & Exploring Characters
27-32	Our Day Out	Whole Class Production 'Group Dynamics'
33-39	Scream	Learning about different practitioners and techniques within Horror genre