



**Subject Level Descriptor**

<b>Department</b>	DRAMA	<b>Year Group</b>	7	<b>Assessment</b>	SHAKESPEARE
<b>Assessment Summary</b>	<p>During this scheme of work students will explore Shakespearean theatre. They will learn about the style and features of this 16/17th century theatre through the play Richard III.  Skills and areas of assessment are:</p> <ul style="list-style-type: none"> <li>• Theatres, staging layout and audiences of 16/17th century</li> <li>• Original performance style</li> <li>• Shakespeare’s language</li> <li>• Working from a script</li> <li>• Characterisation through use of voice, physicality and space</li> <li>• Stage combat</li> <li>• Creating a large ensemble performance</li> </ul>				

	Group work/Collaboration	Creativity/Devising	Performing	Evaluating/Responding
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Tentative engagement. Inability to collaborate.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic/underdeveloped practical creation.</li> <li>• Basic explanation of creative intentions.</li> <li>• Limited refinement of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Practical delivery is inappropriate – it detracts from the performance.</li> <li>• Limited ability to create characters that support the creative intention.</li> <li>• Characterisation is uneven.</li> <li>• Inconsistent control – theatrical devices lack development and there are lapses in focus/energy.</li> </ul>	<ul style="list-style-type: none"> <li>• Underdeveloped analysis/evaluation.</li> <li>• Limited use of terminology.</li> <li>• Inability to consider personal contribution.</li> <li>• Limited ability to refine work.</li> </ul>



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<b>Level 2</b>	<ul style="list-style-type: none"><li>• Some adequate engagement – may need teacher input to remain/engage with the group.</li></ul>	<ul style="list-style-type: none"><li>• Some sound practical creation.</li><li>• Adequate explanation of creative intentions.</li><li>• Some refinement of ideas.</li></ul>	<ul style="list-style-type: none"><li>• Practical delivery is generally appropriate and consistent – it generally contributes to the performance.</li><li>• Sound ability to create characters that support the creative intention.</li><li>• Characterisation is partially developed.</li><li>• Control is adequate – an emerging range of theatrical devices are used and focus is adequate.</li></ul>	<ul style="list-style-type: none"><li>• Adequate analysis with basic evaluation.</li><li>• Some appropriate use of terminology.</li><li>• General ability to consider personal contribution.</li><li>• Some ability to refine work.</li></ul>
<b>Level 3</b>	<ul style="list-style-type: none"><li>• Clear engagement throughout.</li></ul>	<ul style="list-style-type: none"><li>• Competent practical creation.</li><li>• Coherent explanation of creative intentions.</li><li>• Development and refinement of ideas.</li></ul>	<ul style="list-style-type: none"><li>• Practical delivery is appropriate, consistent and purposeful – the energy contributes to the performance.</li><li>• Clear ability to create characters that support the creative intention.</li></ul>	<ul style="list-style-type: none"><li>• Coherent and generally balanced analysis and evaluation.</li><li>• Mostly appropriate use of terminology.</li><li>• Clear ability to consider personal contribution.</li></ul>



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			<ul style="list-style-type: none"><li>• Characterisation is developed.</li><li>• Control is competent - a developed and confident range of theatrical devices are used and focus is appropriate.</li></ul>	<ul style="list-style-type: none"><li>• Competent ability to refine work.</li></ul>
<b>Level 4</b>	<ul style="list-style-type: none"><li>• Secure, sustained and consistent engagement throughout.</li></ul>	<ul style="list-style-type: none"><li>• Effective and sustained practical creation.</li><li>• Clear and consistent explanation of creative intentions.</li><li>• Effective development and refinement of ideas.</li></ul>	<ul style="list-style-type: none"><li>• Practical delivery is engaging and effective throughout – the energy enhances the overall performance.</li><li>• Effective ability to create characters that support the creative intention.</li><li>• Characterisation is in-depth and refined.</li><li>• Control is secure – a convincing range of theatrical devices are used and focus is sustained and confident.</li></ul>	<ul style="list-style-type: none"><li>• Secure and balanced analysis and evaluation.</li><li>• Clear and consistent use of terminology.</li><li>• Effective and sustained ability to consider personal contribution.</li><li>• Secure ability to refine work.</li></ul>
<b>Level 5</b>	<ul style="list-style-type: none"><li>• Confident and assured engagement.</li></ul>	<ul style="list-style-type: none"><li>• Assured and comprehensive practical creation.</li></ul>	<ul style="list-style-type: none"><li>• Practical delivery is dynamic and skilful – the energy and commitment are</li></ul>	<ul style="list-style-type: none"><li>• Assured and fully balanced analysis and evaluation.</li></ul>



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		<ul style="list-style-type: none"><li>• In-depth and considered explanation of creative intentions.</li><li>• Accomplished development and refinement of ideas.</li></ul>	<p>integral to the performance.</p> <ul style="list-style-type: none"><li>• Accomplished ability to create characters that support the creative intention.</li><li>• Characterisation is assured and in-depth.</li><li>• Control is comprehensive – an accomplished and sophisticated range of theatrical devices are used and focus is highly engaging.</li></ul>	<ul style="list-style-type: none"><li>• Confident and accomplished use of terminology.</li><li>• Comprehensive ability to consider personal contribution.</li><li>• Proficient ability to refine work.</li></ul>
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