



Subject Level Descriptor

Department	DRAMA	Year Group	9 (Rotation)	Assessment	Play styles
Assessment Summary	<p>During Year 9 lessons students will experience a variety of different styles and plays to broaden their experience of theatre. Skills and areas of assessment are:</p> <ul style="list-style-type: none"> • Stanislavski – Naturalistic style (magic if, given circumstances, emotion memory) – monologues and Girls Like That • Brecht/Godber – Epic style (social commentary, direct address, third person narration, multi-role play) - Teechers • Berkoff/Godber – In Yer Face style (Levels of tension, mime, heightened characters) – Metamorphosis and Bouncers • Frantic Assembly – Physical Theatre (round-by-through, chair duets) • Boal – Theatre in Education (social commentary, improvisation, audience interaction) • Trestle – Masked theatre (clocking, audience interaction, mime, physicality) • Devising and improvisation skills • Characterisation through use of voice, physicality and space • Use of props, costume and music/instruments • Small and large group performances 				

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



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



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<p>Level 3</p>	<ul style="list-style-type: none">• Clear engagement throughout.	<ul style="list-style-type: none">• Competent practical creation.• Coherent explanation of creative intentions.• Development and refinement of ideas.	<ul style="list-style-type: none">• Practical delivery is appropriate, consistent and purposeful – the energy contributes to the performance.• Clear ability to create characters that support the creative intention.• Characterisation is developed.• Control is competent - a developed and confident range of theatrical devices are used and focus is appropriate.	<ul style="list-style-type: none">• Coherent and generally balanced analysis and evaluation.• Mostly appropriate use of terminology.• Clear ability to consider personal contribution.• Competent ability to refine work.
<p>Level 4</p>	<ul style="list-style-type: none">• Secure, sustained and consistent engagement throughout.	<ul style="list-style-type: none">• Effective and sustained practical creation.• Clear and consistent explanation of creative intentions.• Effective development and refinement of ideas.	<ul style="list-style-type: none">• Practical delivery is engaging and effective throughout – the energy enhances the overall performance.• Effective ability to create characters	<ul style="list-style-type: none">• Secure and balanced analysis and evaluation.• Clear and consistent use of terminology.• Effective and sustained ability to consider personal contribution.



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			<p>that support the creative intention.</p> <ul style="list-style-type: none">• Characterisation is in-depth and refined.• Control is secure – a convincing range of theatrical devices are used and focus is sustained and confident.	<ul style="list-style-type: none">• Secure ability to refine work.
<p>Level 5</p>	<ul style="list-style-type: none">• Confident and assured engagement.	<ul style="list-style-type: none">• Assured and comprehensive practical creation.• In-depth and considered explanation of creative intentions.• Accomplished development and refinement of ideas.	<ul style="list-style-type: none">• Practical delivery is dynamic and skilful – the energy and commitment are integral to the performance.• Accomplished ability to create characters that support the creative intention.• Characterisation is assured and in-depth.• Control is comprehensive – an accomplished	<ul style="list-style-type: none">• Assured and fully balanced analysis and evaluation.• Confident and accomplished use of terminology.• Comprehensive ability to consider personal contribution.• Proficient ability to refine work.



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			and sophisticated range of theatrical devices are used and focus is highly engaging.	
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