

**Subject Level Descriptor Template**

|                           |  |                   |              |                   |                    |
|---------------------------|--|-------------------|--------------|-------------------|--------------------|
| <b>Department</b>         | DRAMA  | <b>Year Group</b> | 9 (Rotation) | <b>Assessment</b> | Performance styles |
| <b>Assessment Summary</b> | <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"> <li>● Stanislavski – Naturalistic style (magic if, given circumstances, emotion memory) – <b>Text:</b> Girls Like That</li> <li>● Brecht/Godber – Epic style (social commentary, direct address, third person narration, breaking the fourth wall, multi-role play) – <b>Text:</b> Teechers</li> <li>● Frantic Assembly – Physical Theatre (round-by-through, chair duets)</li> <li>● Trestle – Masked theatre (clocking, audience interaction, mime, physicality)</li> <li>● Shakespeare - (paying attention to the world around us and understanding carefully the expressions of other people which we then use ourselves) – <b>Texts:</b> The Tempest and A Midsummer’s Night</li> <li>● Devising and improvisation skills (theme-based work)</li> <li>● Characterisation through use of voice, physicality and space</li> <li>● Clear analysis of script extracts</li> <li>● Use of props and music/instruments</li> <li>● Small and large group performances</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> </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> </ul> |



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|                |  |   | <ul style="list-style-type: none"><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>● Limited ability to refine work.</li></ul>   |
| <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></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> |



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|                |  |   | <ul style="list-style-type: none"><li>Control is adequate – an emerging range of theatrical devices are used and focus is adequate.</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><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>Coherent and generally balanced analysis and evaluation.</li><li>Mostly appropriate use of terminology.</li><li>Clear ability to consider personal contribution.</li><li>Competent ability to refine work.</li></ul> |



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| <p><b>Level 4</b></p> | <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> |
| <p><b>Level 5</b></p> | <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><li>● In-depth and considered</li></ul>   | <ul style="list-style-type: none"><li>● Practical delivery is dynamic and skilful – the energy and commitment are integral to the performance.</li></ul>   | <ul style="list-style-type: none"><li>● Assured and fully balanced analysis and evaluation.</li><li>● Confident and accomplished use of terminology.</li></ul>  |



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|  |  | <p>explanation of creative intentions.</p> <ul style="list-style-type: none"><li>● Accomplished development and refinement of ideas.</li></ul> | <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>● Comprehensive ability to consider personal contribution.</li><li>● Proficient ability to refine work.</li></ul> |
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