

	Working Towards	Expected Standard	Greater Depth
	By the end of Year 9 a student should be able to:	By the end of Year 9 a student should be able to:	By the end of Year 9 a student should be able to:
<p>REHEARSAL COLLABORATE! Develop essential knowledge and vocabulary Give ideas AND listen to other people's ideas Rehearse with focus: Practise, Practise, Practise!</p>	<ul style="list-style-type: none"> You cooperate with others in order to create Drama. You participate sensibly and you engage in whole-group role-plays and smaller-group rehearsals appropriately, and express yourself in Standard English. During whole-group activities and smaller-group rehearsal time, you participate in planning and devising, applying some essential knowledge and vocabulary, adding appropriate ideas and characterisation. You can participate in transitions between scenes, i.e. cross-cutting and flashbacks, with some skill and purpose, including some pieces of set and Lighting FX. You rehearse your part successfully, taking onboard the ideas of others and you add some ideas of your own. You can work with your peers in rehearsal for at least 20 minutes. 	<ul style="list-style-type: none"> You are easy to trust throughout the lesson. You share creative ideas confidently. You discuss your ideas aloud and express yourself in Standard English in sentences. In whole-group role-plays and smaller-group rehearsals, you wholly participate in planning, adding appropriate ideas and rehearsing with focus. And then, you make corrections and practise to improve. You can shape transitions between scenes, i.e. cross-cutting and flashbacks, with skill and purpose, including pieces of set, LX and SFX. Your self-discipline and teamwork are easy-to-see while you rehearse. You are consistently creative and focussed. Sometimes you take the lead in rehearsals, and consistently collaborate. You can work with your peers in rehearsal for over 20 minutes. 	<ul style="list-style-type: none"> You work generously and supportively with others, asking helpful questions and responding creatively in full sentences. You can discuss essential knowledge in full sentences of standard English and relate your creative ideas to the World of the Play - succinctly getting to the heart of the matter in 30 words or less. In whole-group role-plays and smaller-group rehearsals, you are totally on task and you rehearse with careful attention to detail, repeating until you get it right. You can shape transitions between scenes, i.e. cross-cutting and flashbacks, with skill and purpose, including pieces of set, lighting and sound plus props and costumes to add characterisation. You are self-disciplined and make the most of your rehearsal time, applying thoughtful teamwork, leadership and collaboration. You can work with your peers in rehearsal for over 20 minutes.

<p>PERFORMANCE</p> <p>Develop confidence onstage</p> <p>Put our ideas and knowledge into our performance</p> <p>Use our voice effectively</p> <p>Use our bodies effectively</p> <p>Use the space properly</p>	<ul style="list-style-type: none"> ● You are solid in your performance. You know your part and you are focussed when you perform for others. ● You can perform at least five of the Elements of Drama from the list of Essential Knowledge. ● Your performance contains transitions and you know how to move from one scene to another. ● Your voice is clear and loud enough to be heard throughout the room. Your movements are appropriate to your character. ● Your use of the theatre-space and proxemics is organised and clear. 	<ul style="list-style-type: none"> ● Your performance is entertaining and you engage the audience, with attention to detail. ● You are organised onstage and committed to your performance. ● You can perform more than five of the Elements of Drama from the list of Essential Knowledge and relate them to Explicit Purpose in the whole-group role-plays. ● You use your voice and movements creatively, which are clear for the audience. ● Your character is believable and based on the World of the Play. ● You use the theatre-space and proxemics with some thought in order to convey meaning to the audience. ● Your performance contains transitions and you know how to move from one scene to another smoothly, with stage furnishings, LX and SFX. 	<ul style="list-style-type: none"> ● You are wholly engaging, poised, smooth, graceful, energised and entertaining when you perform five or more of the Elements of Drama from the list of Essential Knowledge. ● Your performance is highly focussed and well-prepared, plus everyone in your group has a clear role to play. ● You are giving your character Psychological Depth, based on the Stanislavski Method (voice and movement linked to that). ● Your use of the theatre space and proxemics are deliberately coordinated in order to convey meaning to the audience. ● Your performance contains transitions and you know how to move from one scene to another smoothly, with stage furnishings, Lights and Sounds FX.
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EVALUATION

Watch others respectfully

Be kind and specific with feedback

Act on the feedback we receive to improve

Use drama vocabulary and knowledge in discussion and assessments

- You can be part of the audience sensibly and you share your opinions in class discussion in full sentences.
- You offer supportive feedback to a peer on their assessment sheets, outlining WWW and EBI and including some Essential Knowledge in your comments.
- You respond to feedback in rehearsals and improve your work.
- You listen to feedback from your peers and teacher, and you record it appropriately. You remember your next steps for improvement.

- You are an encouraging audience member, and you confidently offer feedback in class discussion, expressing yourself with two or more sentences that relate to Essential Knowledge and Explicit Purpose.
- You respond well to feedback and use it to improve your work in rehearsals.
- You can give supportive feedback to a peer on their assessment sheets, which includes clear comments WWW and EBI and refers to Essential Knowledge and Explicit Purpose.
- You appreciate feedback from your peers and teacher, and you record it with attention to detail. You act upon feedback in future lessons.

- You are an encouraging audience member for others, helping others prepare as necessary.
- You confidently and consistently offer supportive feedback, and you give answers in full sentences, including "because" and Drama Terminology that specifically relates to the World of the Play, Explicit Purpose and Essential Knowledge - both in discussion on and on Assessment Sheets.
- You positively take on board feedback from your peers and teacher, and you can shape your own next steps. You are consistently acting on feedback to improve.