

English Martyrs Catholic School



Drama Department Assessment Tracker Booklet

Name	
Form	
Drama Teacher	

Drama Assessment Criteria

Grade	Threshold	Creating AO1 - Create and develop ideas to communicate meaning for theatrical performance	Performing AO2 - Apply theatrical skills to realise artistic intentions in live performance	Responding AO4 - Analyse and evaluate their own work and the work of others.
		AO3: Demonstrate knowledge understanding of how drama and theatre is performed		
9	Mastering	I can demonstrate outstanding leadership to help create highly effective and sophisticated performance to convey meaning successfully	I can apply a complex range of performance skills expertly to portray a wide range of engaging, realistic characters and intricate artistic intensions with sophisticated use of stage craft	I can provide perceptive analysis and evaluation of drama, using highly sophisticated dramatic terminology with technical accuracy, fluency and creatively
8		I can demonstrate confident leadership to create effective and sophisticated ideas for performance to convey meaning successfully	I can apply an extensive range of performance skills successfully to portray a wide range of engaging, realistic characters and artistic intensions with effective use of stage craft	I can provide perceptive analysis and evaluation of drama, using sophisticated dramatic terminology with technical accuracy and fluency
7		I can demonstrate confident leadership to create an extensive range of clear and interesting ideas for performance to convey meaning effectively	I can apply a wide range of performance skills successfully to portray convincing characters and realise artistic intensions with some use of stage craft	I can provide detailed analysis and evaluation of drama, using analytical dramatic terminology, with technical accuracy
6	Securing	I can demonstrate strong communication skills to create an extensive range of clear and interesting ideas for performance to convey meaning effectively	I can apply a range of performance skills to effectively portray believable characters and realise artistic intentions	I can provide detailed analysis and evaluation of drama, making thoughtful comments with correct fluent dramatic terminology
5		I can communicate effectively and make a positive contribution to group work by communicating and developing ideas for performance to convey meaning	I can apply relevant performance skills effectively to portray convincing characters showing some artistic intensions	I can analyse and evaluate drama, making thoughtful comments with correct dramatic terminology with confidence
4	Developing	I can communicate effectively to group work by communicating and developing ideas for performance to convey meaning	I can apply performance skills effectively to portray a range of characters	I can analyse drama and make thoughtful comments using dramatic terminology
3		I can share and develop a range of ideas for performance to convey meaning	I can apply appropriate performance skills to portray a character and tell a story	I can make valuable comments on a piece of drama using some dramatic terminology
2	Emerging	I can share and develop ideas for performance	I can apply performance skills to portray a character and tell a story	I can make comments on a piece of drama using limited drama words
1		I can listen to others ideas of others and develop an idea for performance	I can use basic performance skills to portray a character	I can make comments on a piece of drama



Year 7 Drama

Expected Grade	
Harry Potter Assessment Grade	
Scary Play Assessment Grade	

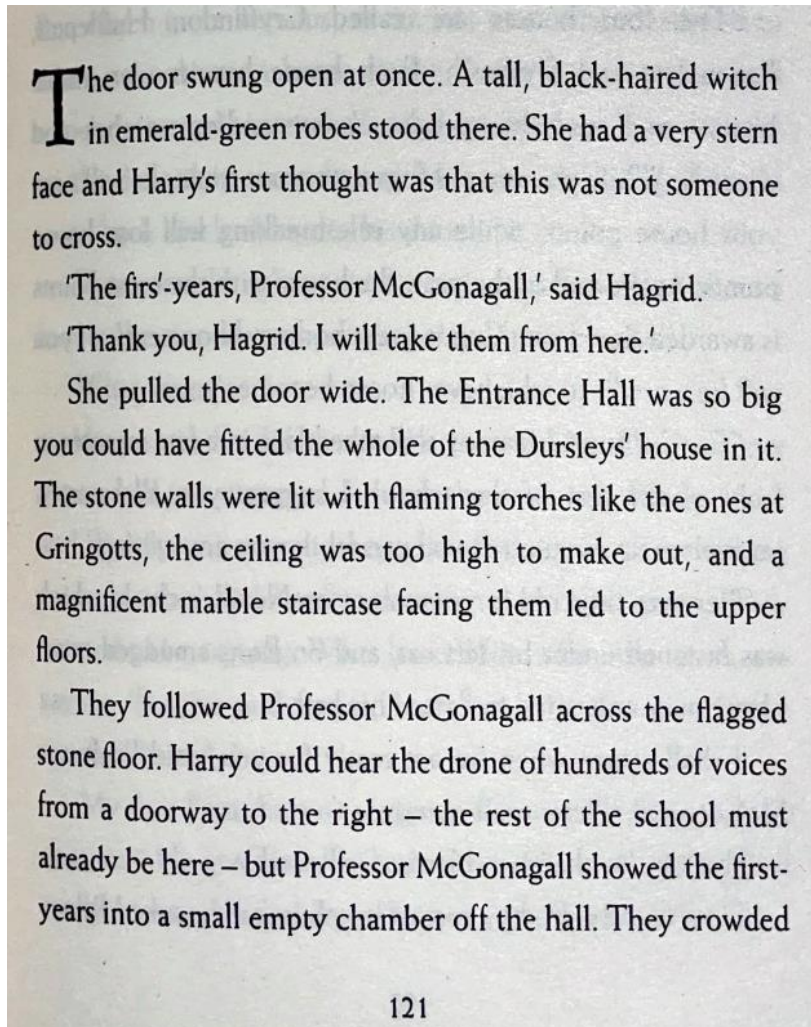
Harry Potter Assessment 1

Mid-term Assessment

Assessment 1				
Assessment Area	1	2	3	4
Creating and Developing				
Performance skills				
Responding and Evaluating				
Teacher comment: 				
Personal target (<i>student to write</i>): 				
Teacher Signature 			Level awarded: 	

Homework Project

Read through the text in the image below:



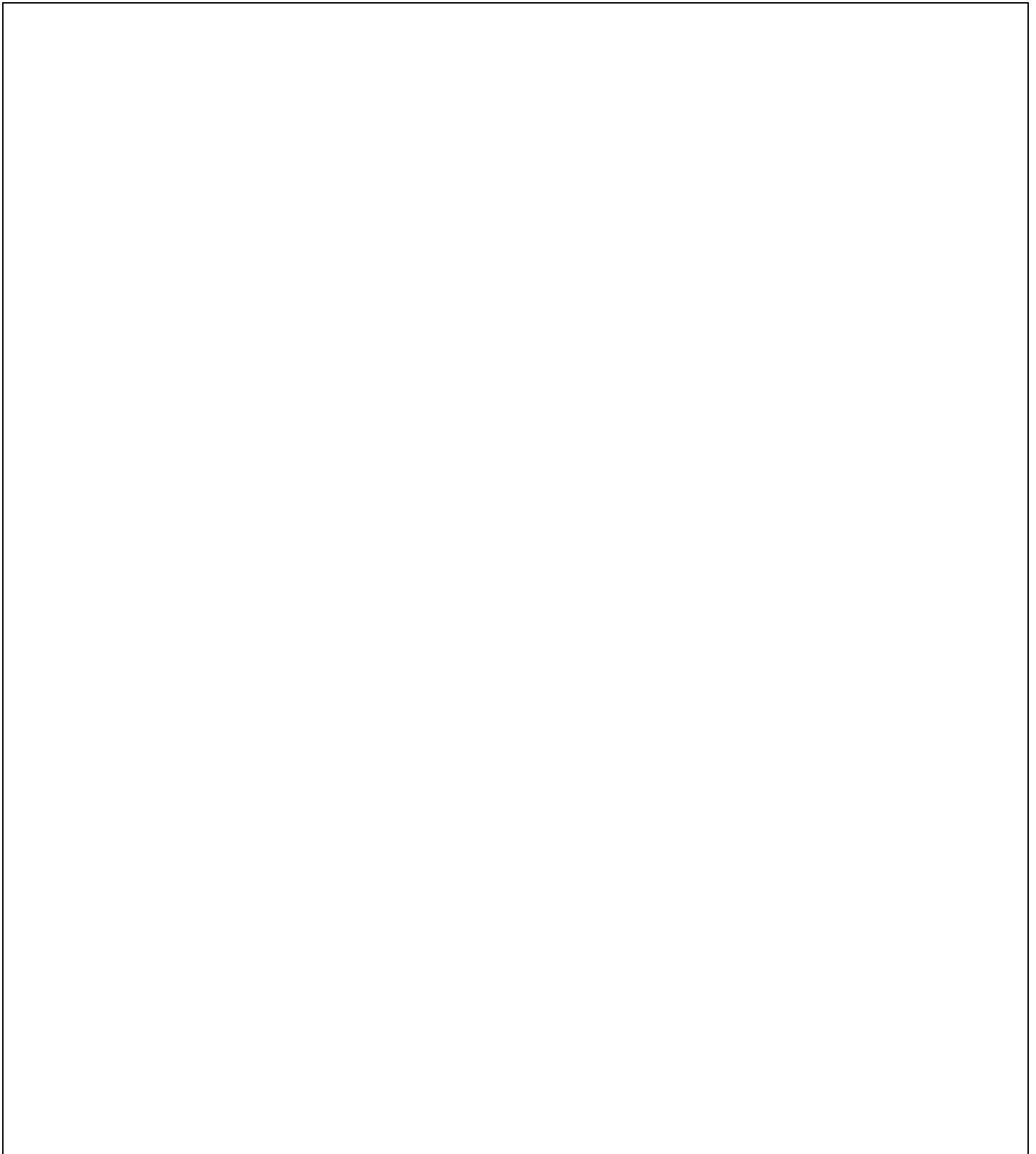
For this homework project, you are going to create a SET DESIGN of the Great Hall or a classroom at Hogwarts.

You will need to read through the PowerPoint on Satchel 1 before you begin.

Task 1 - Use the following page of this booklet to draw your Ground plan of your set design.

Task 2 - Create a 3D model of your set design. This can be done use any materials of your choice.

Ground Plan Design



Teacher Signature:

Level:

Harry Potter Assessment 2

End of Unit Assessment

Assessment 2				
Assessment Area	1	2	3	4
Creating and Developing				
Performance skills				
Responding and Evaluating				
Explain what you have done this half term in response to the target your teacher set last term.				
Explain what you have done this term to achieve the personal target your set last half term.				
Personal Target for next term. <i>(This could be something to develop further on a previous target or could be something new).</i>				
Teacher Comment:				
Teacher Signature			Level awarded:	

Scary Play Assessment

Mid-unit Assessment

Assessment 3				
Assessment Area	1	2	3	4
Creating and Developing				
Performance skills				
Responding and Evaluating				
Teacher comment				
Personal target (student to write)				
Teacher Signature			Level awarded:	

Scary Play Assessment

End of Unit Assessment

Assessment 4				
Assessment Area	1	2	3	4
Creating and Developing				
Performance skills				
Responding and Evaluating				
Teacher comment: 				
Explain what you have done this half term in response to the target your teacher set last term. 				
Explain what you have done this term to achieve the personal target your set last half term. 				
Personal Target for next term. <i>(This could be something to develop further on a previous target or could be something new).</i> 				
Teacher Signature 			Level awarded: 	

End of Year 7 Reflection

What was your favourite unit this year? Give reasons for your answer.

What was your favourite activity this year? Give reasons for your answer.

What have you enjoyed the most about Drama this year? Give reasons for your answer

Has your confidence improved this year? Give reasons for your answer.

Identify 3 key skills you have learned this year.

- 1.
- 2.
- 3.

What have you learned about yourself this year?

Have you chosen to do drama as a GCSE option?



Year 8 Drama

Expected Grade	
Terrible Fate of Humpty Dumpty Assessment Grade	
The Tempest Assessment Grade	

The Terrible Fate of Humpty Dumpty Assessment

Mid – Unit Assessment

Assessment 1				
Assessment Area	1	2	3	4
Creating and Developing				
Performance skills				
Responding and Evaluating				
Teacher comment				
Personal target (student to write)				
Teacher Signature			Level awarded:	

The Terrible Fate of Humpy Dumpty Assessment

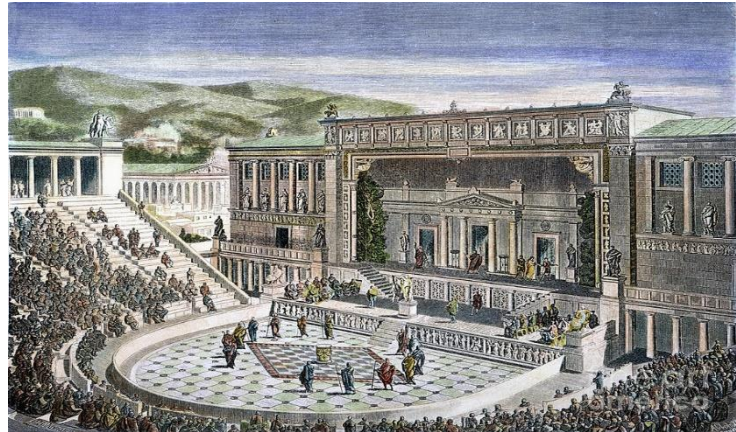
End of Unit Assessment

Assessment 2				
Assessment Area	1	2	3	4
Creating and Developing				
Performance skills				
Responding and Evaluating				
Teacher comment: 				
Explain what you have done this half term in response to the target your teacher set last term. 				
Explain what you have done this term to achieve the personal target your set last half term. 				
Personal Target for next term. <i>_(This could be something to develop further on a previous target or could be something new).</i> 				
Teacher Signature			Level awarded:	

Homework Project

The History of Theatre

You will need to read through the PowerPoint on Satchel 1 before you begin.



You are going to use your research skills to find out as much information about the history of theatre as possible.

<u>Task 1</u>	<u>Task 2</u>
<ul style="list-style-type: none">• Choose 5 key times in theatre history• Research information about them<ul style="list-style-type: none">• What are the key theatre periods?• Who was involved?• What did theatre look like?• Who went to the theatre?• Were actors paid?• Was there a purpose the theatre at that time?)	<ul style="list-style-type: none">• Create a timeline of theatre history. This should be in your own words and not copied from the internet.• The timeline can be presented as, a PowerPoint presentation, booklet, poster or any other way you would like.
Optional Extension Activity: Create a 3D model of a historical theatre stage	
Teacher Signature:	Level:

The Tempest Assessment

Mid-Unit Assessment

Assessment 3				
Assessment Area	1	2	3	4
Creating and Developing				
Performance skills				
Responding and Evaluating				
Teacher comment				
Personal target (student to write)				
Teacher Signature			Level awarded:	

The Tempest Assessment

End of Unit Assessment

Assessment 4				
Assessment Area	1	2	3	4
Creating and Developing				
Performance skills				
Responding and Evaluating				
Teacher comment: 				
Explain what you have done this half term in response to the target your teacher set last term. 				
Explain what you have done this term to achieve the personal target your set last half term. 				
Personal Target for next term. <i>_(This could be something to develop further on a previous target or could be something new).</i> 				
Teacher Signature			Level awarded:	

End of Year 8 Reflection

What was your favourite unit this year? Give reasons for your answer.

What was your favourite activity this year? Give reasons for your answer.

What have you enjoyed the most about Drama this year? Give reasons for your answer.

Has your confidence improved this year? Give reasons for your answer.

Identify 3 key skills you have learned this year.

- 1.
- 2.
- 3.

What have you learned about yourself this year?

Have you chosen to do drama as a GCSE option?

Dramatic Conventions

Below is a list of dramatic conventions (sometimes called 'dramatic devices'). Dramatic conventions are theatrical techniques used to enhance the drama.

Term	Meaning
Freeze-Frame / Tableaux	A still image which represents a moment in time in the performance
Flash-back	The drama jumps back in time during the performance
Flash-Forward	The drama jumps forward in time during the performance
Mime	Acting without words. Create the illusion of speech and props through movement.
Thought track	A character speaks their thoughts out loud
Monologue	An extended thought-track where a character speaks thoughts and emotions out loud.
Duologue	Two actors perform a play or part of a play
Aside	A character gives information about another character/ a situation on stage that other characters don't know about. Usually spoken directly to the audience.
Slow motion	Movement/dialogue happens in slow motion
Dialogue	The speech in a play / performance
Cross cut / Split Screen	An imagery line across the stage so two locations can be on stage at the same time
Narration	Spoken dialogue that narrates the story that is taking place. Usually in third or first person.
Multi-role	An actor plays more than one role
Split-role	A character is played by more than one actor

Directing

Below are some terms linked with directing. A director would use these terms to describe what he wants to see on stage.

Term	Meaning
Blocking	The planned movement an actor makes during a scene
Characterisation	The process of fully developing a character
Focus	A key moment, scene, character, relationship, event in the drama
Tension	Build up of emotion
Corps	When an actor comes out of character – this ruins the illusion
Dramatic Irony	When the audience know the events in the play before the characters
Improvise	Performing with preparation
Adlib	Making up lines on the spot without preparation

Voice

Below are list of words linking to voice which help an actor or director describe how the voice should sound to add emotion or meaning in performance.

Term	Meaning
Volume	How loud or quiet a voice is
Tone	Thow the voice changes to express emotion
Pace	The speed of the speech
Accent	A way of speaking that reflects a country or local area
Clarity	How clear the voice is when speaking
Pause	A break in speaking or a long period of silence
Intonation	The rise and fall of the voice
Articulation	How clearly you pronounce the words
Projection	Strength and volume in the voice when speaking
Fluency	How natural and flowing the speech is
Emphasis	The stress put on a word or phrase



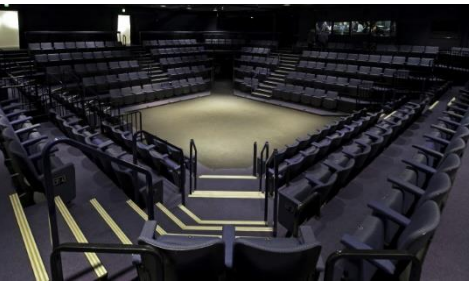


Movement and Physicality

Below are list of words linking to movement and physicality which help an actor or director describe how the voice should sound to add emotion or meaning in performance.

Term	Meaning
Body Language	Non-verbal messages shown in the body to communicate emotions
Facial Expressions	The expression on the face when an emotion is present
Eye Contact	Where the eyes are looking to portray emotion
Gesture	A movement with a hand or arm to emphasise an emotion
Mannerisms	A common movement shown by a character to show personality
Posture	How upright the body is held
Proxemics	The distance between character to show their relationship
Positioning	Where an actor should stand on stage
Tempo	How fast or slow the movement is
Levels	Positions which are high up, mid-level or low down
Use of Space	The way the character moves around the performance space
Direction	The direction of movement the actors use in the performance space

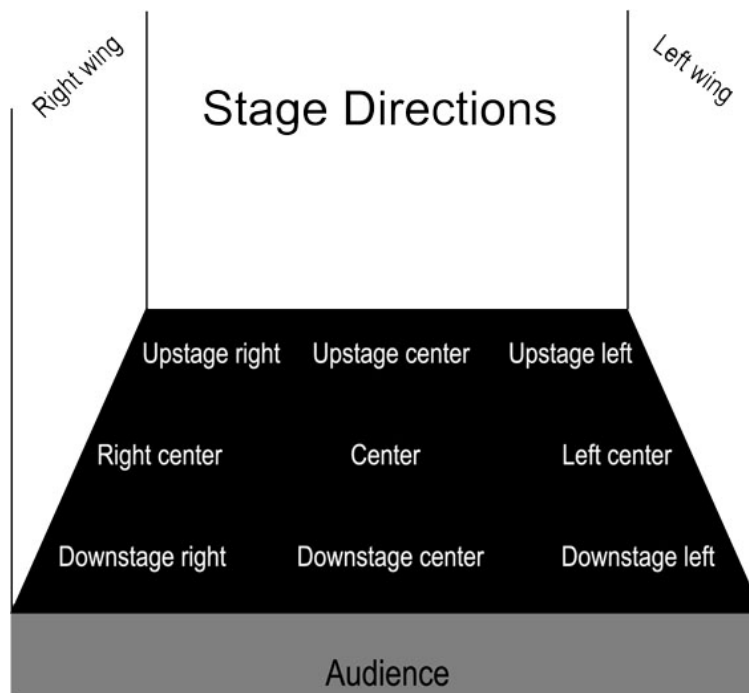
Types of Stage and Staging

A stage is simply the space in which a performance takes place. Staging is the way the audience are positioned in relation to the performance.

Type	Description	Image
Proscenium Arch	The action takes place on a raised stage with a prominent arch framing the front of the stage	
End-On	The audience are seated at one end of the stage	
Theatre-in-the-Round	The audience are seated on all four sides of the stage. It can be in the shape of a circle or a square	
Traverse	The audience are positioned are seated down two sides of the acting area. It looks like a catwalk/runway.	
Thrust	The audience are seated at three sides of the stage.	
Promenade	The audience moves with the actors and follow the action around the stage.	

Areas of the stage

There are 9 different areas of the stage.



The stage positions are always from the **actors perspective**.

Set Design and Staging

Below are a list of words linking to set design. These are used when directors or designers are describing ideas for their set design choices.

Term	Meaning
Flats	Wooden frames covered with canvas, joined together, which can be painted as scenery.
Wings	Areas off stage left and stage right not seen by the audience.
Cyclorama	A white cloth or white wall at the back of the stage used to project onto.
Rostra	Blocks or platforms used to create different levels on the stage.
Revolving stage	A stage which turns in a circle
Flies	Area above the stage which scenery/actors are flown in from using pulleys.
Black Box	A simple black studio space.
Visibility	Are areas of the stage seen by the audience (sightlines)? Can actors be seen for health and safety of performance.
Style	What is style is the set made? Minimal, naturalistic, stylised or abstract?
Areas of the stage	Up stage, down stage, centre stage, stage right, stage left, etc.

Lighting Design

Below are a list of words linking to lighting design. These are used when directors or designers are describing ideas for their lighting design choices.

Term	Meaning
LX	A shortened version of 'Lighting Effects'
Key light	An obvious source of light e.g sunshine through a window
Gel	A coloured film placed at the front of the light fixture to change the colour of the beam
Gobo	A thin metal plate cut out in a pattern and placed at the front of the light fixture to project a pattern or shape onto the acting area
Lantern	The term used for the light fixture itself
Profile	A type of lantern that gives a hard-edge beam onto the stage
Fresnel	A type of lantern that gives a soft-edge beam onto the stage
Follow spot	A powerful Profile used to follow actors around the performance space
Flood	A type of lantern that gives a wide spread of light
Wash	The beam of light covers a large amount of the performance space
Spotlight	The beam (usually from a Profile), covers a specific space on the stage.
House lights	The main lights used in the auditorium (usually over the audience)
Intensity	How dim or bright the beam of the lantern is
LED	A type of bulb in the light, usually found in more modern light fixtures.
Special Effects	Effects used to enhance the performance e.g projection, smoke machine, glitter ball, UV light, pyrotechnics.

Sound Design

Below are a list of words linking to sound design. These are used when directors or designers are describing ideas for their sound design choices.

Term	Meaning
SFX	A shortened version of 'Sound Effects'
Live SFX	Sound effects that are created live on stage
Pre-recorded SFX	Sound effects that are created and pre-recorded in advance
Live Music	Music that is created live on stage
Pre-recorded Music	Music that is created and pre-recorded in advance
Voice over	Recorded speech that is played during the performance
Levels	The volume level of the music/sound
Timing / Tempo	The length of time it takes to introduce or mute the sound
Atmosphere	The mood or emotions the sound creates when played
Diegetic	The sound that can be heard by the characters and audience e.g door bell
Non-Diegetic	The sound/music that can be heard by the audience e.g emotional music

Costume Design

Below are a list of words linking to costume design. These are used when directors or designers are describing ideas for their costume design choices.

Term	Meaning
Clothing	Items the characters wears on the body e.g shirt, trousers, jacket, skirt etc
Hats	Item character wears on their head e.g bowler hat, crown, top hat
Shoes	Items the character wears on their feet e.g boots, high heels etc.
Silhouette	The shape of the out fit e.g large and round, long and thin, hourglass
Jewellery	Items used to show character personality or status e.g bracelet, necklace, rings
Special Effects	Extra costume items to enhance the character e.g fat suit, pregnancy bump, hooped skirt, shoulder pads etc
Wigs	Fake hair used to create different hair colours/styles without altering the actors actual hair
Fake blood	Powdered, capsules or liquid blood to create the effect that a character is bleeding
Latex	Liquid rubber that is used to mould fake cuts
Shading	Colours and powders that make the face look shrunken
Foundation	A base colour on the face to take away shine (used for both male and female actors)
Highlighting	Use of light colours to make areas of the face stand out
Putty	A type of clay used to alter the shape of the nose or chin, or to add warts or wounds to the skin.

Rehearsal Techniques

Below is a list of rehearsal techniques a director might use to rehearse a character or scene for performance development.

Term	Meaning
Role play	Exploring attitudes and beliefs of characters through improvisation.
Role on the wall	The role or characters is drawn and ideas are written down around the image about their internal and external features.
Role reversal	Actors swap roles to increase understanding of other characters
Hot-seating	Questioning a character to get into role
Thought tunnel	An actor walks down the tunnel and is asked questions about their character dilemma
Voices in the head	A different character on stage or audience member voices words a character might say in their situation
Writing in role	An actor writes in role about another character or situation e.g diary
Forum theatre	Audience makes decisions about the character outcome