

## Drama Year 9 - Performing and Devising

Year 9	Emerging	Developing	Secure	Excelling
Developing character and narrative	Can use <b>simple</b> mime and <b>limited</b> actions to create a character. Can add <b>basic expressions</b> linked to the characters and narrative.	<b>Mime actions</b> are clearly related to characters and narrative and <b>expressions</b> in face and body are <b>appropriate</b> for the chosen scenes.	<b>Imaginative</b> and <b>effective</b> use of mime and expression to bring the characters and narrative to life. Evidence of <b>control and accuracy</b> within actions.	<b>Extremely effective</b> use of mime and expression. Actions are specifically chosen for a range of characters and narratives, and executed with <b>control, accuracy and precision</b> .
Scripted work	Can follow the script and speak lines in <b>straightforward</b> way. Lines are spoken with a <b>basic</b> understanding of character and narrative. Lines <b>partially</b> learnt. Voice has <b>limited</b> clarity and projection.	Can use voice and <b>expression</b> to make the script sound <b>natural</b> . Attempts to <b>control</b> the pace of the lines. Lines <b>mainly</b> learnt. Voice has <b>some</b> clarity and projection but lacks consistency.	<b>Imaginative</b> use of <b>vocal expression</b> to bring the script to life. <b>Controlled</b> pace of delivery. Script learnt <b>securely</b> . Voice is <b>clear</b> and <b>projected</b> with moments of <b>effective</b> articulation.	<b>Extremely effective</b> interpretation of the script, using a range of vocal expressions specifically chosen and executed with <b>control, accuracy and precision</b> . Script learnt <b>fluently</b> . Voice is <b>clear, well projected</b> and <b>articulated</b> throughout.
Staging scenes	<b>Some awareness</b> of stage positioning and effect on the audience.	<b>Awareness</b> of how to use stage positioning to communicate with the audience.	<b>Consistent</b> use of stage positioning to create an effect on the audience.	<b>Considered</b> and <b>imaginative</b> use of effective stage positioning to create the desired effect on the audience.
Group rehearsal skills	Evidence of working with others with <b>some positivity</b> . <b>Guidance</b> needed to apply self-discipline in rehearsals. <b>Limited</b> application of techniques.	<b>Positive</b> working relationships. <b>Some</b> sense of self discipline. Cooperative and supportive when applying <b>basic</b> techniques to rehearsals.	<b>Positive</b> working relationships with <b>leadership</b> qualities evident through the disciplined approach and competent application of techniques to rehearsals.	<b>Extremely positive</b> working relationships and high levels of self-discipline. <b>Clear leadership</b> skills used to apply techniques <b>imaginatively</b> to rehearsals.
Devising	<b>Limited</b> use of structure. <b>Some</b> ideas are offered which communicate <b>simple</b> intention.	Work shows <b>some</b> structure. Ideas are offered which communicate intention.	Work is structured in a <b>clear</b> way. <b>Imaginative</b> ideas are contributed.	Can use structure <b>effectively</b> to achieve a desired effect. Ideas are <b>very imaginative</b> and original.
Delivering a performance	A <b>basic</b> performance is undertaken with <b>some</b> success. Some errors evident.	Skills applied <b>successfully</b> to a <b>simple</b> role in a performance.	<b>Consistent</b> application of skills in a mainly error-free, <b>secure</b> and <b>confident</b> performance.	<b>Very confident, consistent, committed, engaging</b> performance.

## Drama Year 9 – Production and Skills Analysis

Year 9	Emerging	Developing	Secure	Excelling
Research	Can <b>outline</b> some of the roles, responsibilities and skills of practitioners using <b>limited</b> examples.	Can <b>outline</b> the roles, responsibilities and skills of practitioners, using examples.	Can <b>describe</b> the roles, responsibilities and skills of practitioners, using <b>relevant</b> examples.	Can <b>justify</b> , using <b>well-chosen examples</b> , how roles, responsibilities and skills of practitioners contribute to creative intentions.
Understanding of performance style	Can <b>outline some</b> key features of practitioners' work, using <b>limited</b> examples from the performance. In practical workshops, <b>an attempt</b> is made to work in the chosen performance style.	Can <b>outline</b> the stylistic qualities of practitioners' work, using examples from the performance. In practical workshops, <b>some</b> sense of the chosen performance style is evident in the outcome.	Can <b>describe</b> the stylistic qualities of practitioners' work, with reference to relevant examples from the performance. In practical workshops, <b>clear</b> understanding of the chosen performance style is evident in a successful outcome.	Can <b>discuss</b> the stylistic qualities of practitioners' work using <b>appropriate</b> and <b>considered</b> examples from the performance. In practical workshops, understanding of the chosen performance style is <b>clearly embedded</b> throughout.
Analysis of production elements	Can <b>identify some</b> key elements of a production (set, lighting, costume, sound) giving <b>limited</b> examples of these from the performance.	Can <b>identify</b> key elements of a production (set, lighting, costume, sound) giving <b>basic</b> examples of these from the performance.	Can <b>describe</b> key elements of a production (set, lighting, costume, sound) giving <b>relevant</b> examples of these from the performance.	Can <b>discuss</b> key elements of a production (set, lighting, costume, sound) giving <b>appropriate</b> and <b>considered</b> examples of these from the performance.
Evaluating own skills	Can <b>identify</b> own development and application of skills and techniques in rehearsal and performance, with use of <b>limited</b> examples.	Can <b>identify</b> own development and application of skills and techniques, strengths and areas for improvement, with use of <b>basic</b> examples.	Can <b>describe</b> own development and application of skills and techniques, using <b>relevant</b> examples to demonstrate strengths and areas for improvement.	Can <b>explain</b> own development and application of skills and techniques, using <b>appropriate</b> examples to identify strengths and areas for improvement.