

Drama KS3 Assessment and Skills Mapping V1 (Feb 2024)

Skills/ Proficiency	Voice	Physicality	Staging	Understanding of technology
Mastery	<p>*Students confidently and naturally project throughout and apply to reflect the action on stage.</p> <p>*Students have an extensive repertoire of tones of voice and demonstrate intonation and pitch in their dialogue.</p> <p>*Students confidently use pace to impact the atmosphere of the performance whilst still considering the needs of their audience.</p> <p>*Students have an extensive awareness of accent and dialect including Received Pronunciation and how this helps to reflect their character.</p>	<p>*Students confidently use body language that fully encompasses their character, emotion and intention of performance.</p> <p>* Students confidently change and vary their posture to show strong characterisation and emotion in performance.</p> <p>* Students confidently use gestures in performance to create truthful characterisation.</p> <p>*Students confidently apply facial expressions in their performance which adds to the truthful portrayal of their role.</p>	<p>* Students display confident consideration of the audience during their whole performance, utilising the whole stage space effectively whilst ensuring their positioning conveys the intention to the audience.</p> <p>*Students confidently use props that add meaning to their performance and clearly link to the overall intention.</p> <p>*Students confidently use a wide range of levels in their performance to demonstrate character status and relationships to the audience.</p> <p>*Students use proxemics effectively and demonstrate subtext and the relationships between characters truthfully and meaningfully.</p>	<p>*Students have a confident understanding of how lighting is used to enhance performances and create meaning, making links to symbolism and tension. They are confident in their use of lighting terminology.</p> <p>*Students have a confident understanding of the purpose of costume. They can evaluate how and why this creates meaning and adds to characterisation.</p> <p>* Students can confidently use sound effectively in their own performances and understand how diegetic and non-diegetic sounds are used to create meaning.</p> <p>*Students are confident in their use of props and can evaluate the impact/meaning these can add to a performance.</p> <p>*Students are confident in their understanding of types of set and how this is used to create meaning in performance.</p>
Advanced	<p>*Students consistently use projection on stage and begin to consider how to suit this to the action on stage.</p> <p>*Students consistently vary their tone of voice and consider some level of pitch and intonation.</p> <p>*Students consistently use pace appropriately to suit the performance.</p> <p>*Students consistently use a range of accent and dialect and have an awareness of how this impacts character.</p>	<p>*Students consistently use body language, showing strong characterisation and clear emotion. * Students consistently change their posture, ensuring their characterisation is strong. *Students consistently use gestures in performance which are suitable for their role/character.</p> <p>* Students consistently apply facial expressions in their performance which creates strong characterisation.</p>	<p>*Students are consistently aware of their audience during the whole of their performance and use the whole stage space in a way that is appropriate to their performance.</p> <p>* Students consistently use props effectively in their performances which add value to their characterisation.</p> <p>*Students consistently use a variety of levels in performance to show the status of characters and their relationships.</p> <p>*Students consistently use proxemics to show relationships between characters and subtext within the scene.</p>	<p>* Students consistently display their understanding of how lighting is used to enhance performances. They show a strong understanding of how lighting is used to create tension, symbolism and meaning. *Students are consistent in their understanding of how costume is used to create character and meaning in performance. They can articulate how and why costume is used.</p> <p>*Students can consistently use sound well in performances and have an understanding of diegetic and non-diegetic sound.</p> <p>*Students use props with consistent effectiveness and understand how they add meaning to a performance.</p> <p>*Students show consistent understanding of how set is used in performance to create meaning.</p>

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Secure	<ul style="list-style-type: none"> *Students clearly project their voice with some awareness of audience impact. *Students clearly use a variety of tones of voice in their performance and consider use of pitch. *Students clearly understand how to use different pace in their dialogue. *Students clearly consider accent and some elements of dialect. 	<ul style="list-style-type: none"> *Students use body language which makes their character clear to the audience. * Students clearly change their posture in a way that is appropriate to their character. *Students use gestures which are clearly linked to their character/role and add meaning to their performance. *Students clearly use facial expressions which are appropriate to their character/role. 	<ul style="list-style-type: none"> * Students are clearly aware of their audience during their performance and position themselves well in performance, using most of the stage. * Students use relevant props clearly and effectively in their performances and show understanding of how this adds to characterisation. *Students are able to use different levels clearly in performance and this shows an understanding of status. *Students use proxemics clearly, which highlight relationships between characters. 	<ul style="list-style-type: none"> * Students clearly understand how lighting can be used in performance to create meaning and create tension. *Students clearly understand how costume is used to create character and meaning in performance. *Students use of sound is clear and relevant, adding meaning to the performance. *Students clearly consider their use of props and how they add meaning to performance. *Students have a clear understanding of how set can be used to create meaning in a performance.
Developing	<ul style="list-style-type: none"> *Students show some use of different volumes beginning to suit character, emotion and scenario. *Students experiment with some different tones of voice (reflecting basic emotions) *Students sometimes use pause, and sometimes increase and decrease the speed of their dialogue. *Students sometimes think about how an accent might be used for their character. 	<ul style="list-style-type: none"> *Students use some body language in performance which shows some aspect of characterisation. *Students show some use of posture change to display a different character. *Students use some gestures in performance which have some relevant links back to their character/role. *Students use some facial expressions in performance that suit their character/role. 	<ul style="list-style-type: none"> *Students have some audience awareness, and their positioning is sometimes well considered. * Students show some understanding of how to use props in a performance. *Students show some understanding of how to use levels in performance. *Students use some proxemics when performing their scenes. 	<ul style="list-style-type: none"> *Students show some understanding of how lighting can be used to create meaning in a performance. *Students show some understanding of how costume is used to create meaning in performance. *Students show some understanding of how sound can be used in performance. *Students use of props is sometimes effective. *Students show some understanding of why and how set can be used.
Basic	<ul style="list-style-type: none"> *Students show a limited use of volume to enable the audience to hear. *Students have a limited variation of the way they speak or deliver dialogue. *Students have a limited understanding of how to vary the speed of their lines. *Students have a limited awareness of different accents. 	<ul style="list-style-type: none"> *Students show a limited use of body language to show character. *Students use of posture to show characterisation is limited. * Students use limited gestures in performance. *Students use of facial expression in performance is limited. 	<ul style="list-style-type: none"> *Students show a limited awareness of their audience and the positioning in scenes in basic. *Students use limited props and have limited understanding of their relevance in performance. * Students have a limited use of levels in their performance. *Students use limited proxemics within their performance. 	<ul style="list-style-type: none"> *Students show a limited understanding of how lighting can be used to create meaning in a performance. *Students show limited understanding of how costume is used in performance. *Students show limited understanding of how sound can be used in performance. *Students use of props is limited with little effectiveness. *Students show limited understanding of why and how set can be used.