

# LEVEL OF LEARNING THRESHOLD GRID Year 8



BOURNEMOUTH SCHOOL  
FOR GIRLS

DEPARTMENT/SUBJECT: DRAMA

Assessment area	Developing	Secure	Excellent
<b>GROUPWORK</b>	<ul style="list-style-type: none"> <li>• Works cooperatively and encouragingly with a variety of people.</li> <li>• Offers some good suggestions for devising drama.</li> <li>• Focuses on the task in hand nearly all the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Works sensitively and cooperatively with others.</li> <li>• Contributes ideas of their own.</li> <li>• Listens to and develops the ideas of others.</li> <li>• Focuses clearly on the task in hand with good levels of concentration and focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Works positively with anyone in the class.</li> <li>• Gives and accepts feedback from both teachers and peers.</li> <li>• Actively seeks guidance to improve work.</li> </ul>
<b>MAKING</b> Exploring, devising, shaping and interpreting	<ul style="list-style-type: none"> <li>• Supports the planning and structuring of work making meaningful verbal contributions.</li> <li>• Uses different ways to explore plot and character.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses skills and knowledge of drama to devise work of different types for different purposes.</li> <li>• Creates roles with some depth, and appropriate to the needs of the piece.</li> <li>• Shows an understanding of differing dramatic styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates clearly defined roles, with depth and a grasp of motivation.</li> <li>• Refines and improves performance through the rehearsal process exploring new skills and styles.</li> </ul>
<b>PERFORMING</b> Presenting and producing work.	<ul style="list-style-type: none"> <li>• Establishes a role with some control over voice and movement.</li> <li>• Performs with some confidence.</li> <li>• Stays in role for most of the time, communicating simple roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates, performs and sustains different roles in performance.</li> <li>• Performs with confidence.</li> <li>• Uses an increasing range of dramatic techniques in my work.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives clear and coherent performance.</li> <li>• Communicates detailed roles effectively through the considered use of voice and movement.</li> </ul>

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<p><b>RESPONDING</b></p> <p>Evaluating and applying knowledge and understanding.</p>	<ul style="list-style-type: none"><li>• When asked by a teacher can discuss the difference between my work and that of others, suggesting improvements.</li><li>• Uses a basic drama vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• Uses the correct drama vocabulary including technical terms where appropriate.</li><li>• Can say why she used a particular skill at any given point.</li><li>• Reflects on her work and the work of others positively and constructively.</li></ul>	<ul style="list-style-type: none"><li>• Uses a wide range of drama vocabulary and technical terms.</li><li>• Uses evaluation to develop her own work and the work of the group.</li></ul>
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