

LEVEL OF LEARNING THRESHOLD GRID Year 9



BOURNEMOUTH SCHOOL
FOR GIRLS

DEPARTMENT/SUBJECT: DRAMA

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

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