KS3 DRAMA PROGRESS MAP: Learning and Assessment Objectives

THRESHOLD CONCEPT LINK	 #1  #2  #3	 #3  #4	 #2  #3  # 5	 #1  #5  #6
Grade	**A01- CREATING**	**A02- PERFORMING**	**AO3- KNOWLEDGE & UNDERSTANDING**	**A04- RESPONDING**
8-9 **EXCELLENT**	Evidence of **excellent skills** in creating and developing ideas to **communicate meaning & Dramatic intentions.** There is evidence of a **highly developed** and highly **creative response** to the stimulus/task	An **extensive range of skills** are demonstrated. Skills are **used precisely** and in a **highly effective way**. The range of theatrical skills used is **extensive and specifically calculated** to interpret character/support the action & **Dramatic intention**	Demonstrates an **excellent knowledge and understanding** of how drama and theatre is **developed and performed**. Practical & theory work shows **excellent appreciation** of: - Structure/plot/themes - Conventions/techniques - Theatre makers - Theatre styles/genres - Theatre terminology	Demonstrates **highly developed** skills in **identifying and investigating** how far they **developed** the work/skills & how successfully they contributed through examples (analysis). Demonstrates highly developed skills in **formulating judgements** (evaluation). Highly effective use of **Drama terminology**
6-7 **GOOD**	Evidence of **good skills** in creating and developing ideas to **communicate meaning & intentions**. There is evidence of a largely **developed** and **creative response** to the stimulus/task	**Wide range of skills are demonstrate**d. Skills are used confidently and in a mostly effective way. The range of theatrical **skills referenced is wide** and clearly targeted at successfully interpreting the character/supporting the action& Dramatic intention	Demonstrates a good **knowledge and understanding** of how drama and theatre is **developed and performed**. Practical & theory work shows **good appreciation** of: - Structure/plot/themes - Conventions/techniques - Theatre makers - Theatre styles/genres - Theatre terminology	Demonstrates **developed and secure skills** in **identifying and investigating** how far they developed their theatrical skills and how successfully they contributed (analysis). Response demonstrates developed and **secure skills** in **formulating judgements** (evaluation). Secure use of **Drama terminology**
4-5 **REASONABLE**	Evidence of **reasonable skills** in creating and developing ideas to **communicate meaning & intentions**. There is evidence of a **reasonably meaningful response** to the task, which shows **some**	**Fair range of skills** are demonstrated. Skills are used with **care and with effectiveness in places**. The range of theatrical skills used is **fair and has some potential** to interpret the	Demonstrates a reasonable **knowledge and understanding** of how drama and theatre is **developed and performed**. Practical & theory work shows **a reasonable appreciation** of: - Structure/plot/themes - Conventions/techniques - Theatre makers	Demonstrates some **developing skill** in **identifying and investigating** how far they developed their theatrical skills and how successfully they contributed (analysis). Response demonstrates some **developing skill** in **formulating judgements**

	creativity. Certain ideas my **need further development**	character/support the action & Dramatic Intention	- Theatre styles/genres - Theatre terminology	(evaluation). Use of **some Drama terminology**
2-3 EMERGING	- Evidence of **emerging skills** in creating and developing ideas to communicate meaning. **Very little attention** to their **Dramatic intention.** - **response** to the stimulus/task may be **underdeveloped**	**Narrow range of skills** are demonstrated. Skills are **used uncertainly** with limited effectiveness. The range of theatrical skills used is narrow and has **limited potential** to interpret the character/support the action& dramatic intention.	Demonstrates **some knowledge and understanding** of how drama and theatre is **developed and performed**. Practical & theory work shows **some appreciation** of some of the following: - Structure/plot/themes - Conventions/techniques - Theatre makers - Theatre styles/genres - Theatre terminology	Demonstrates basic **skill** in **identifying and investigating** how far they developed their theatrical skills and how successfully they contributed (analysis). Response demonstrates some **basic skill** in **formulating judgements** (evaluation). Use of **limited Drama terminology**
0-1 LIMITED	Evidence of **limited skills** in creating and **developing ideas**. Work will show **limited effort & regard** for meaning or intentions. -There is a **limited consideration** of the **task/stimulus**	**Basic performance skills** are demonstrated. Skills are **used very uncertainly** with little effectiveness. The **range of theatrical skills** used is **limited and** has **little or no impact on** interpretation the character/support the action& dramatic intention.	Demonstrates **limited knowledge and understanding** of how drama and theatre is **developed and performed**. Practical & theory work little or no understanding of the following: - Structure/plot/themes - Conventions/techniques - Theatre makers - Theatre styles/genres - Theatre terminology	Demonstrates **limited skill** in **identifying and investigating** how far they developed their theatrical skills and how successfully they contributed (analysis). Response demonstrates some **limited skill** in **formulating judgements** (evaluation). Little or no **Drama terminology is evident**

2. KS3 Assessment Objectives rationale:

- Pupils will be assessed on all of the Assessment objectives outlined below, three times a year.
- **Creating, performing & responding** will be assessed in discrete tasks
- **Knowledge and Understanding** can be assessed within all aspects of pupils work (e.g written work, group rehearsal)

CREATING	PERFORMING	RESPONDING
AO1: Create and develop ideas to communicate meaning for theatrical performance.	**AO2:** Apply theatrical skills to realise artistic intentions in live performance.	**AO4:** Analyse and evaluate their own work and the work of others.
Example: working in small group to create a piece of drama	Example: Sharing work with the rest of the class or filming it for ready for assessment	Example: Giving feedback to a group/partner after a performance, or completing a written evaluation of the work
KNOWLEDGE & UNDERSTANDING	AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	
Example: A recall quiz/spelling test, class discussion on key terms, demonstrating good use of drama vocabulary in lessons, suggesting specific techniques when developing a scene		

3. Assessing Threshold ConceptS

As learners move up the progress map, they should show an increasing understanding, knowledge & application of the 6 THRESHOLD CONCEPTS:

Threshold Concept # 1- DRAMATIC INTENTIONS 

The ability to: understand how directors, playwrights and other theatre makers develop & communicate clear dramatic intention for every piece of theatre they make . Make sure that your are clear about your own intentions:

- What do I want to say?

- Whose point of view am I saying it from?
- How do I intend to present my ideas?

Threshold Concept # 2- STYLE & GENRE

The ability to: develop your knowledge and understanding of conventions & methodologies from a variety of Drama styles and genres, so you can select the most appropriate approach for your own work- and recognise it in the work of others. This will help you to create diverse and impactful practical work,.

Threshold Concept # 3- STORYTELLING

The ability to: Recognise the craft & conventions of playwrighting, then understand how they engage an audience:

- Plot/themes/character
- Structure
- Dialogue/Language
- Conventions/Devices
- Setting/Context/Mood

Create stories & characters that will maintain the interest of my audience.

Threshold Concept # 4- ACTING FOR PERFORMANCE

The ability to: use a range of vocal and physical skills in a controlled, yet playful way. A good performer learns to recognise the opportunity for play in all Drama, regardless of the role or subject of the work

Threshold Concept # 5- THEATRE MAKERS

The ability to: Understand and recognise the importance of the following theatre makers contribution to storytelling:

- Director

- Actor
- Lighting Designer
- Set Designer
- Costume Designer
- Sound/Music designer

Apply a range of theatre elements to their own practice.

Threshold Concept # 6- MEANING & IMPACT 

The ability to: Recognise meaning on stage and explain the effect it has on an audience. In order to do this, pupils need to be able to reflect on their own work and that of others in an increasingly technical way, using the language of Drama

KS3 DRAMA: Pupil Skills Checklist

THRESHOLD CONCEPT LINK	 #1  #2  #3	 #3  #4	 #2  #3  # 5	 #1  #5  #6
	A01- CREATING	**A02- PERFORMING**	**AO3- KNOWLEDGE & UNDERSTANDING**	**A04- RESPONDING**
I am able to…	1. Focus throughout the task, listen, and communicate effectively with others and make the most of rehearsal time. 2. Help to develop plot, characters and themes suited to the drama- sometimes recording my ideas. 3. Decide what I am trying to communicate to the audience (dramatic aims), including a clear story structure. 4. Direct /help other pupils I am working with. 5. Select a variety of techniques/ conventions that help to communicate ideas clearly to the audience. (e.g. Narration, flashback) 6. Develop my interpretation of my character(s): I explore different types of movement, voice, and interaction with others/the performance space in rehearsal. 7. explore how design might contribute to the work (e.g., choosing specific lighting, set, music or costume	1. Perform with clarity, focus & lots of energy. I remain in role throughout 2. Perform the work confidently- showing an appreciation of the style, genre and/or techniques used. 3. remember lines, entrances/exits and action on stage. 4. Use a range of PHYSICAL SKILLS: gesture, posture, stance, movement, facial expression eye contact, pause. 5. Use a range of VOCAL skills- pitch, tone, volume, pitch, accent, silence. 6. Communicate the intention behind the performance and the meaning of each moment, using my acting skills precise and controlled way onstage. 7. Show that I understand my relationship with other characters, the performance space and audience when onstage.	1. Revise for/complete recall quizzes. 2. Complete my drama booklet homework. Understand the roles of range of professional theatre makers (Actors, directors, designers, writers) 3. Use Drama terminology in lessons and written work. 4. Show understanding of theatre staging, stage position and good stage craft in my drama work. 5. Show a wider understanding of different types of drama, using conventions, techniques or ideas studied in lesson or in live theatre, in my own practical work. 6. Make sure I contribute to group/class discussion.	1. Be clear about what I wanted to communicate to the audience (dramatic intentions) 2. contribute written or verbal feedback to others about the work. 3. Reflect on the work, making sure I assess what went well' (WWW) and what can be improved (EBI) 4. Give clear examples of how I have contributed to the work and what was communicated (Analysis) 5. communicate what made the work successful (Evaluation) 6. Use technical Drama vocabulary and clearly structure my response (e.g., P.E.E paragraph)

