

Curriculum Map and Assessment in Year 7 - Drama

Project Focus	Skills, Concepts, Knowledge	Threshold Assessment Skills, Concepts, Knowledge.
Basics of drama. Staging play text and conveying a character in performance.	Effective collaboration Responding successfully to a stimulus Using dramatic devices to show understanding of a theme Creating a character which portrays the theme Basic stage principles when acting out a script. Ability to evaluate a performance.	Excellent understanding, adding much detail, excellent individual contribution. 8/9 Use dramatic devices imaginatively to showing an understanding of the theme bullying. Create an interesting character that communicate the idea effectively. Use voice and movement effectively to communicate the characters feelings. Collaborate with others leading the group adding much detail towards effective drama. Perform a scene from an existing script, speaking the lines with expression and staging imaginatively for the audience. Able to evaluate their own and others work explaining how to improve.
		Good understanding, significant, individual contribution, imaginative and effective. 6/7 Use dramatic devices with some imagination and show a clear understanding of the theme bullying. Create a character that communicate the idea effectively. Use voice and movement effectively to communicate the characters the idea. Collaborate with others contributing ideas for the drama. Perform a scene from an existing script, speaking the lines clearly and staging appropriately for the audience. Able to evaluate their own and others work explaining how to improve.
		Understanding and applying, some individual contribution in group work. 4/5 Use dramatic devices and show some understanding of the theme bullying. Create a character that helps communicate the idea. Use some voice and movement to communicate the idea. Collaborate with others contributing some ideas for the drama. Stage a scene from an existing script, delivering the lines and showing some sense of performing to an audience. Able to describe what is effective and suggest simple ways to improve.
		Showing some understanding, limited contribution. 2/3 Use dramatic devices to explore the theme. Create a character. Use some voice and movement to communicate the idea. Collaborate with others to develop a performance. Take part in staging a scene from an existing script. Able to identify something that is effective.
		Taking part, limited understanding, no significant contribution. 1 Use dramatic devices to explore the theme. Use some voice or movement to communicate the idea. Collaborate with others to develop a performance.

<p>Performance</p> <p>Understanding how meaning is conveyed on stage and in film to convey character and era.</p>	<p>Using research to inform and create believable characters.</p> <p>Exploring how to portray era when playing a character from another time.</p> <p>Using dramatic devices to understand how the evacuees felt, what experiences they might have had and why they were evacuated.</p>	<p>Excellent understanding, adding much detail, excellent individual contribution. 8/9</p> <p>Excellent understanding of how to convey meaning on stage (era).</p> <p>Convey a character from a different era making imaginative references to WW2 and show evidence of your research in your drama.</p> <p>Use vocal and physical skills imaginatively showing excellent commitment and focus.</p> <p>Recognise the signs and symbols directors use to convey era and select them to use effectively in your drama.</p> <p>Stage a scene to convey two different locations using dramatic devices effectively to convey your ideas.</p>
		<p>Good understanding, significant, individual contribution, imaginative and effective. 6/7</p> <p>Good understanding of how to convey meaning on stage (era).</p> <p>Convey a character from a different era making references to WW2 and show evidence of your research in your drama.</p> <p>Use vocal and physical skills with some imagination showing excellent commitment and focus.</p> <p>Recognise some of the signs and symbols directors use to convey era and select them to use effectively in your drama.</p> <p>Stage a scene to convey two different locations using dramatic devices effectively to convey your ideas.</p>
		<p>Understanding and applying, some individual contribution in group work. 4/5</p> <p>Understanding of how to convey meaning on stage (era).</p> <p>Convey a character from a different era making some references to WW2.</p> <p>Use vocal and physical skills showing good commitment and focus.</p> <p>Recognise some of the signs and symbols directors use to convey era and use them in your drama.</p> <p>Stage a scene to convey two different locations using dramatic devices to convey your ideas.</p>
		<p>Showing some understanding, limited contribution. 2/3</p> <p>Show some understanding of how to convey meaning on stage (era).</p> <p>Use vocal and physical skills showing some commitment and focus.</p> <p>Recognise some of the signs and symbols directors use to convey era and use them in your drama.</p> <p>Perform in a scene to convey two different locations using dramatic devices to convey your ideas.</p>
		<p>Taking part, limited understanding, no significant contribution. 1</p> <p>Limited understanding of how to convey meaning on stage (era).</p> <p>Perform in a scene to convey two different locations.</p>

<p>Interpreting live theatre</p> <p>Understand and be able to identify the main elements of a live theatre production CLAPPS</p> <p>Develop understanding of how a character is created and portrayed on stage. Consider how the elements are used to convey meaning and explore using them on stage.</p> <p>Develop ability to explain how meaning is conveyed on stage.</p> <p>Understanding how to analyse and evaluate a live theatre production.</p> <p>Considering how meaning is conveyed on stage.</p>	<p>Excellent understanding, adding much detail, excellent individual contribution. 8/9</p> <p>Outstanding understanding of how meaning is conveyed on stage. Recognise the production elements used in a live theatre production. Able to explain in detail how design elements convey meaning in a live theatre production. Able to explain in detail how a character is interpreted and is conveyed to the audience in a live theatre production. Able to recognise and explain how atmosphere is created on stage in a live theatre production. 25-30</p>
	<p>Excellent understanding, significant, individual contribution, imaginative and effective. 6/7</p> <p>Excellent understanding of how meaning is conveyed on stage. Recognise the production elements used in a live theatre production. Able to explain how design elements convey meaning in a live theatre production. Able to explain how a character is interpreted and is conveyed to the audience in a live theatre production. Able to recognise and explain how atmosphere is created on stage in a live theatre production. 19-24</p>
	<p>Understanding and applying, some individual contribution in group work. 4/5</p> <p>Good understanding of how meaning is conveyed on stage. Recognise the production elements used in a live theatre production. Show understanding of how design elements convey meaning in a live theatre production. Show understanding of how a character is interpreted and is conveyed to the audience in a live theatre production. Able to recognise how atmosphere is created on stage in a live theatre production. 13-18</p>
	<p>Showing some understanding, limited contribution. 2/3</p> <p>Some understanding of how meaning is conveyed on stage. Recognise the production elements used in a live theatre production. Show some understanding of how design elements convey meaning in a live theatre production. Show some understanding of how a character is conveyed to the audience in a live theatre production. 7-12</p>
	<p>Show a limited understanding of how meaning is conveyed in a live theatre production. 1</p> <p>Recognise some of the production elements used in a live theatre production. 1-6</p>