

Curriculum Map and Assessment in Year 8 - Drama

Project Focus	Skills, Concepts, Knowledge	Threshold Assessment Skills, Concepts, Knowledge.
<p>Performance Understanding how meaning is conveyed.</p> <p>Exploring the genre of Pantomime and Horror</p>	<p>Exploring different genres. Exploring the different features that determine a genre. Creating stock characters and understanding how to portray them on stage using vocal and physical skills. Using design elements to convey atmosphere on stage. Considering interaction between the audience and the actor. Experimenting with differing stage settings to create atmosphere and convey meaning. Developing ability to evaluate each other's work</p>	<p>Excellent understanding, adding much detail, excellent individual contribution. 8/9 Show an excellent understanding of the features of each genre using a variety of features in your work to convey meaning effectively. Perform with much commitment and focus showing an excellent understanding of the genre. Able to evaluate own and others work in detail.</p>
		<p>Good understanding, significant, individual contribution, imaginative and effective. 6/7 Show a good understanding of the features of each genre using a variety of features with some imagination. Perform with commitment and focus showing a good understanding of the genre. Able to evaluate their own and others work explaining how to improve.</p>
		<p>Understanding and applying, some individual contribution in group work. 4/5 Show an understanding of the features of each genre using some features in your drama. Perform with some commitment and focus showing an understanding of the genre. Able to describe what is effective and suggest simple ways to improve.</p>
		<p>Showing some understanding, limited contribution. 2/3 Show an understanding of the features of each genre using a feature in your drama. Perform showing some understanding of the genre. Able to identify something that is effective.</p>
		<p>Taking part, limited understanding, no significant contribution. 1 Take part in group work using different genres. Take part in performance.</p>

<p>Exploring play texts</p> <p>Style - naturalism.</p> <p>Genre - Physical theatre.</p>	<p>Whole class collaboration to explore the character's reactions to the events in the script.</p> <p>Interpreting a character from a script considering how to portray the ideas on stage.</p> <p>Exploring how to create characters with some depth.</p> <p>Understanding how to stage a scene effectively using lighting.</p> <p>Exploring another way to stage a scene with a similar theme using physical theatre.</p> <p>Considering ways of improving the drama to portray meaning most effectively.</p>	<p>Excellent understanding, adding much detail, excellent individual contribution. 8/9</p> <p>Use dramatic devices to explore the characters in more depth, adding much detail.</p> <p>Perform a scene from an existing script, interpreting the character in detail.</p> <p>Develop characters from the script adding much detail and showing a detailed understanding of the theme.</p> <p>Use lighting in a symbolic way.</p> <p>Able to evaluate their own and others work in detail.</p>
		<p>Good understanding, significant, individual contribution, imaginative and effective. 6/7</p> <p>Use dramatic devices imaginatively to explore the characters in more depth.</p> <p>Perform a scene from an existing script, interpreting the character imaginatively and effectively.</p> <p>Develop characters from the script imaginatively and showing understanding of the theme effectively.</p> <p>Use lighting to add atmosphere and highlight a moment in the drama.</p> <p>Able to evaluate their own and others work explaining how to improve.</p>
		<p>Understanding and applying, some individual contribution in group work. 4/5</p> <p>Understand how to use dramatic devices to explore the characters in more depth.</p> <p>Perform a scene from an existing script, interpreting the character effectively.</p> <p>Develop characters from the script with some imagination and show understanding of the theme.</p> <p>Use lighting to highlight a moment in the drama or signify location.</p> <p>Able to describe what is effective and suggest simple ways to improve.</p>
		<p>Showing some understanding, limited contribution. 2/3</p> <p>Use dramatic devices with some success to explore the characters in more depth.</p> <p>Perform a scene from an existing script, interpreting the character with some success.</p> <p>Develop characters from the script to show some understanding of the theme.</p> <p>Use lighting to signify location.</p> <p>Able to identify something that is effective.</p>
		<p>Taking part, limited understanding, no significant contribution. 1</p> <p>Take part in using dramatic devices to explore the characters in more depth.</p> <p>Perform a scene from an existing script.</p> <p>Take part in group work to develop characters from the script.</p> <p>Use lighting.</p>

<p>Devising Genre - Theatre in Education</p> <p>Creating a devised themed piece based on historical research.</p>	<p>Understand the features of Theatre and Education and how they convey meaning.</p>	<p>Excellent understanding, adding much detail, excellent individual contribution. 8/9</p> <p>Respond to the research, using it in a detailed way showing an excellent understanding of the theme and the features of TIE.</p> <p>Create a detailed character that communicates the idea effectively. Use voice, movement, language and props in a detailed way to communicate the characters feelings/cultural and historical context.</p> <p>Create a set which represents a slave ship and use it very imaginatively to communicate the horrific treatments of the slaves.</p> <p>Able to evaluate own and others work in detail.</p>
	<p>Using dramatic devices to understand how the characters feel and what experiences they might have had.</p>	<p>Good understanding, significant, individual contribution, imaginative and effective. 6/7</p> <p>Respond to the research, showing a good understanding of the theme and the features of TIE.</p> <p>Create a character that communicates the idea imaginatively and effectively. Use voice, movement, language and props imaginatively and effectively to communicate the characters feelings/cultural and historical context.</p> <p>Create a set which represents a slave ship and use it to communicate the horrific treatments of the slaves with some imagination.</p> <p>Able to evaluate their own and others work explaining how to improve.</p>
	<p>Using research to inform and create believable characters in own devised piece.</p>	<p>Understanding and applying, some individual contribution in group work. 4/5</p> <p>Respond to the research, showing an understanding of the theme and the features of TIE.</p> <p>Create a character that communicates the idea with some imagination. Use some voice, movement, language and props to communicate the characters feelings/cultural and historical context.</p> <p>Create a set which clearly represents a slave ship and use it to show the treatment of the slaves.</p> <p>Able to describe what is effective and suggest simple ways to improve.</p>
	<p>Exploring how to portray cultural context and location using set, music, costume and props.</p>	<p>Showing some understanding, limited contribution. 2/3</p> <p>Respond to the research, showing some understanding of the theme and the features of TIE.</p> <p>Create a character showing who you are in the drama. Use your voice and movement appropriately to communicate the experiences of the slaves.</p> <p>Create a set which represents an upper and a lower deck.</p> <p>Able to identify something that is effective.</p>
	<p>Evaluating how effectively the information about Slavery is portrayed for the target audience.</p>	<p>Taking part, limited understanding, no significant contribution. 1</p> <p>Take part in group work exploring the research.</p> <p>Take on a role in the drama. Use some voice or movement to communicate who you are.</p> <p>Contribute to creating the set.</p>