

Curriculum Map and Assessment in Year 9 - Drama

Project Focus	Skills, Concepts, Knowledge	Threshold Assessment Skills, Concepts, Knowledge.
<p>Performing The role of a director</p> <p>Interpreting a script (Romeo and Juliet).</p>	<p>Whole class collaboration to explore the plot, character and themes within the play.</p>	<p>Excellent understanding, adding much detail, excellent individual contribution. 8/9 Use dramatic devices showing a detailed understanding of the plot, character and themes of the play. Interpret and develop a scene from an existing script, portraying the characters motivations in detail. Vocals and movement are varied using, pause and pace very effectively to build tension. The drama is staged effectively. Able to amend and refine the drama showing much improvement.</p>
	<p>Interpreting themes within the script considering how a director portrays the ideas on stage.</p>	<p>Good understanding, significant, individual contribution, imaginative and effective. 6/7 Use dramatic devices imaginatively showing understanding of the plot, character and themes of the play. Interpret and develop a scene from an existing script, portraying the characters motivations clearly. Vocals and movement are varied using, pause and pace effectively to build tension. The drama is staged effectively. Able to amend and refine the drama showing some improvement.</p>
	<p>Considering the character's motivations and exploring how the director would get actors to convey this in performance.</p>	<p>Understanding and applying, some individual contribution in group work. 4/5 Use dramatic devices showing understanding of the plot, character and themes of the play. Interpret a scene from an existing script, portraying the characters motivations. Vocals and movement are considered to portray meaning and build some tension. The drama is staged with some consideration for the audience. Able to amend and refine the drama showing some improvement.</p>
	<p>Considering different ways of staging a scene.</p>	<p>Showing some understanding, limited contribution. 2/3 Use dramatic devices showing some understanding of the plot, characters and themes of the play. Perform a scene from an existing script, portraying the characters basic motivations. Vocals and movement are considered and but may not build tension.</p>
	<p>Considering ways of amending and refining the drama to portray meaning most effectively.</p>	<p>Showing some understanding, limited contribution. 2/3 Use dramatic devices showing some understanding of the plot, characters and themes of the play. Perform a scene from an existing script, portraying the characters basic motivations. Vocals and movement are considered and but may not build tension.</p>

		<p>Able to make a simple amendment.</p>
<p>Devising/ Exploring a theme</p> <p>Use dramatic devices to create character, develop plot and explore the theme of Regret Exploring play texts and performance.</p>	<p>Whole class collaboration to explore the plot, character and themes within the play.</p> <p>Interpreting themes within the script considering how a director portrays the ideas on stage.</p> <p>Considering the character's motivations and exploring how the director would get actors to convey this in performance.</p> <p>Considering different ways of staging a scene.</p> <p>Considering ways of amending and refining the drama to portray meaning most effectively.</p>	<p>Taking part, limited understanding, no significant contribution. 1</p> <p>Take part in using dramatic devices to explore the play. Perform part of a scene from an existing script portraying who you are and a basic motivation. Use dramatic devices. Take on a role in the drama. Use some vocals or movement to communicate who you are. Use some technical equipment.</p> <hr/> <p>Excellent understanding, adding much detail, excellent individual contribution. 8/9</p> <p>Excellent contribution to the planning of your devised piece responding creatively to the stimulus. Used dramatic devices imaginatively to convey ideas. Created a central character which develops the plot in detail, vocals and movement convey meaning most effectively. Technical aspects are used imaginatively and the drama is staged well with much input from you. Able to document and explain what is being learnt with some detail.</p> <hr/> <p>Good understanding, significant, individual contribution, imaginative and effective. 6/7</p> <p>Good contribution to the planning of your devised piece responding creatively to the stimulus. Used dramatic devices with some imagination to convey ideas. Created a convincing character which is important to the scene and helps develop the plot, vocals and movement convey meaning well. Used some technical aspects with imagination to convey the theme and stage the drama effectively. Able to document and explain what is being learnt.</p> <hr/> <p>Understanding and applying, some individual contribution in group work. 4/5</p> <p>Some contribution to the planning of your devised piece responding to the stimulus. Used dramatic devices to convey ideas. Created an appropriate character and used vocals and movement to convey appropriate meaning. Used technical aspects successfully to convey the idea. Able to document and describe what is being learnt.</p> <hr/> <p>Showing some understanding, limited contribution. 2/3</p> <p>Limited contribution to the planning of your devised piece responding to the stimulus. Used dramatic devices.</p>

		<p>Play a role in the piece conveying some meaning for the audience, vocals and movement show some understanding of the idea. Able to make a simple amendment.</p>
		<p>Taking part, limited understanding, no significant contribution. 1 Use dramatic devices. Take on a role in the drama. Use some vocals or movement to communicate who you are. Use some technical equipment.</p>
<p>Understanding how meaning is conveyed. Devising in response to a stimulus.</p>	<p>Respond effectively to a stimulus. Use rehearsal techniques to develop ideas. Understand how to convey ideas imaginatively by developing ability to interpret others work. Select dramatic devices and use more confidently to portray ideas. Developing ability to describe and explain your intentions as actor/director/designer.</p>	<p>Excellent understanding, adding much detail, excellent individual contribution. 8/9 Highly imaginative ideas are created in response to the stimulus. Use rehearsal techniques successfully to develop ideas which are evident in your final drama. Contribute effectively to group collaboration adding detail to your own and others roles. Select a number of dramatic devices and use very imaginatively to convey your ideas. Able to explain and evaluate your intentions clearly.</p> <hr/> <p>Good understanding, significant, individual contribution, imaginative and effective. 6/7 Mostly imaginative ideas are created in response to the stimulus. Use rehearsal techniques successfully to develop ideas. Contribute effectively to group collaboration suggesting ideas for you own and others roles. Select a number of dramatic devices and use imaginatively to convey your ideas. Able to explain and evaluate your intentions.</p> <hr/> <p>Understanding and applying, some individual contribution in group work. 4/5 Some imaginative ideas are created in response to the stimulus. Use rehearsal techniques to develop ideas. Contribute to group collaboration suggesting some ideas. Select at least one or two dramatic devices and use to convey your ideas. Able to explain your intentions.</p>

Showing some understanding, limited contribution.

2/3

Some response to the stimulus.

Use rehearsal techniques to explore ideas.

Contribute to group collaboration responding to or suggesting some ideas.

Select a dramatic device and use to convey your ideas.

Able to describe your intentions.

Taking part, limited understanding, no significant contribution.

1

Use rehearsal techniques to explore ideas.

Contribute to group collaboration responding to some ideas.

Contribute to the scene using a dramatic device to convey your ideas.