

# DRAMA

## BROCKINGTON COLLEGE

### ABILITY BAND AND ASSESSMENT POINT DESCRIPTORS

#### Drama Year 8 AP1

Ability Band 3	Ability Band 2	Ability Band 1
<ul style="list-style-type: none"> <li>• Can understand the key principals and performance skills necessary for mask work and use a range of physical skills instead of their voice.</li> <li>• Is able to perform confidently in the style of the key characters from Commedia dell Arte using voice and physical skills.</li> <li>• Can improve and refine their own acting/directing/technical contribution through the rehearsal process.</li> <li>• Can comment on how intended effects have been achieved verbally and in writing.</li> <li>• Use a range of theatre technologies to create the right space for their drama and enhance their work.</li> <li>• Can use an increasing range of different drama techniques, effects and theatre conventions in the plays they create.</li> <li>• Is able to plan and structure plays that make use of a range of techniques to express their ideas.</li> <li>• Can confidently evaluate their own and others' work, recognising successes and suggesting improvements using the correct drama terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognise different performance styles in theatre history and undertake mask work with confidence.</li> <li>• Collaborate successfully with a range of others to write scripts or short plays, using stage directions effectively</li> <li>• Devise plays of different types for different purposes</li> <li>• Learn lines and share the different jobs needed to present a play as a group, e.g. making/using props effectively, creating sound effects etc.</li> <li>• Can use drama vocabulary when talking and writing about drama they have seen and participated in.</li> <li>• Can use a reasonable range of rehearsal techniques to develop a role for performance eg Hot seating, role on the wall.</li> <li>• Able to discuss the way ideas are represented, how plots are developed/characters portrayed.</li> <li>• Act out improvised dramas and existing scripts creating made up characters exercising control over movement and voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Write and perform their own simple scripts.</li> <li>• Can sustain a character for a reasonable amount of time using trestle masks and in the style of Commedia dell Arte.</li> <li>• They work well in groups collaborating with others to plan their drama.</li> <li>• Devise a short, clear, well planned performance for an audience.</li> <li>• Can attempt to devise plays from a range of stimuli using the dialogue in existing texts as well as improvising their own.</li> <li>• Choose vocabulary and movement to match the person, place or time of their drama.</li> <li>• Can reflect on their own and other pupils' work, highlighting successes and areas for further development.</li> <li>• Explore ideas, issues and relationships within their drama and the characters that they create.</li> <li>• Can create characters using some voice and physical skills, gesture, costume, props and masks.</li> <li>• Respond to the use of techniques to deepen the role or understanding e.g. hot seating.</li> </ul>

## Drama Year 8 AP2

Ability Band 3	Ability Band 2	Ability Band 1
<p>Able to recall the chief features of Elizabethan theatre and write and talk about them confidently using the correct drama terminology.</p> <p>Explore ideas, issues and relationships and effectively use appropriate dramatic forms e.g. the use of the aside, documentary drama, reportage, narration.</p> <p>Explore historical events sensitively by devising dramas based on a range of challenging issues, themes and real life events.</p> <p>Make plays which use symbolism or effects to communicate meaning.</p> <p>Can create clearly defined characters, using voice and physical skills, and consider their motivation.</p> <p>Organise and perform for different purposes in a range of styles.</p> <p>Use technology to enhance their production.</p> <p>Give reasons for their opinions in Drama using their knowledge of theatre past and present and the correct drama vocabulary.</p> <p>Analyse how actors/directors have achieved specific effects /communicated ideas/emotions</p>	<p>Can understand the historical context of Elizabethan Theatre, the performance spaces used and the correct terminology to describe the features.</p> <p>Is able to perform confidently using Shakespearian language, sustaining character and learning lines accurately.</p> <p>Can improve and refine their own acting/directing/technical contribution through the rehearsal process.</p> <p>Can comment on how intended effects have been achieved verbally and in writing.</p> <p>Can use an increasing range of different drama techniques, effects and theatre conventions in the plays they create.</p> <p>Is able to plan and structure plays that make use of a range of techniques to express their ideas.</p> <p>Can confidently evaluate their own and others' work, recognising successes and suggesting improvements using the correct drama terminology.</p>	<p>Can recognise different performance styles in theatre history and understand the importance of the playwright William Shakespeare.</p> <p>Collaborate successfully with a range of others to write scripts or short plays, using stage directions effectively.</p> <p>Devise plays of different types for different purposes.</p> <p>Learn lines, including Shakespearian text, and share the different jobs needed to present a play as a group, e.g. making/using props effectively, creating sound effects etc.</p> <p>Can create a stylised dance drama sequence using movement, soundscape and music.</p> <p>Can use a reasonable range of rehearsal techniques to develop a role for performance eg Hot seating, role on the wall, research.</p> <p>Able to discuss the way ideas are represented, how plots are developed/characters portrayed.</p> <p>Act out improvised dramas and existing scripts creating made up characters exercising control over movement and voice.</p>