

Brockington Drama Department Year 7 and 8

	Creating and Rehearsing	In Performance	Evaluating
BC9	<ul style="list-style-type: none"> <li>• Commitment shows excellent focus throughout the whole project.</li> <li>• Can create characters with excellent depth and sophistication</li> <li>• Excellent consideration of character motivation</li> </ul>	<ul style="list-style-type: none"> <li>• An excellent and disciplined clearly defined character that is both engaging and fully formed.</li> <li>• Both physicality and vocal delivery adds depth and shows an excellent understanding of motivation.</li> <li>• Character both provokes an emotional reaction from the audience and draws them into the well organised performance.</li> <li>• In character throughout the whole performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an excellent understanding of drama genres, styles, conventions and techniques.</li> <li>• Writing is considered, detailed and analytical and shows original analytic and evaluative insight.</li> <li>• Drama terminology is used with accuracy and an excellent level of detail.</li> </ul>
BC8	<ul style="list-style-type: none"> <li>• Commitment shows excellent focus throughout the rehearsal process</li> <li>• Excellent demonstration of a sensitive approach to characterisation</li> </ul>	<ul style="list-style-type: none"> <li>• Create and perform a clearly defined character.</li> <li>• Both my physicality and vocal delivery together show a fully formed character to the audience.</li> <li>• Confident in the performance brings the character to life.</li> <li>• Sustain a defined character on stage.</li> </ul>	<ul style="list-style-type: none"> <li>• Can analyse and evaluate performances, styles and genres with great perception.</li> <li>• Writing is disciplined and detailed and shows original insight.</li> <li>• Can write about drama skills with excellent depth and use drama terminology which shows a high level of literacy.</li> </ul>
BC7	<ul style="list-style-type: none"> <li>• Good dedication during the project from start to finish</li> <li>• Can create and develop a character with a good degree of understanding to the appropriate style.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice changed to suit my character and what they are doing on stage. This is kept up for most of my performance.</li> <li>• Good reaction and response to the other characters on stage and continues to act even when not delivering lines.</li> <li>• Confidence on stage is good and doesn't prompt or need prompting.</li> </ul>	<ul style="list-style-type: none"> <li>• Can compare performances and styles effectively.</li> <li>• Writing shows a good level of detail and consideration</li> <li>• Evaluations show an appropriately good level of understanding of drama skills and the process of drama</li> </ul>

BC6	<ul style="list-style-type: none"> <li>• A good creative contribution to the devising and rehearsing process with the audience in the forefront of the mind.</li> <li>• Has a good ability to create and sustain different roles</li> </ul>	<ul style="list-style-type: none"> <li>• A good wide range of vocal and physical skills explored on stage.</li> <li>• A good understanding of character including age, status and feelings. This is portrayed in the performance through a good and effective depiction of character's emotions through both facial expressions and body language.</li> <li>• A good use of the whole of the stage.</li> <li>• Confidence and focus is good on stage</li> </ul>	<ul style="list-style-type: none"> <li>• A good critical thinker that can identify own areas for development effectively and respond to feedback of others.</li> <li>• Evaluations show a good level of understanding of the skills and processes of drama.</li> </ul>
BC5	<ul style="list-style-type: none"> <li>• I can give reasonable suggestions and ideas during the rehearsal process.</li> <li>• Contribution to the project demonstrated a reasonable understanding of the audience.</li> <li>• Can accept suggestions and ideas from others during the rehearsal process</li> <li>• Can create characters that explore a range of emotions with reasonable success.</li> </ul>	<ul style="list-style-type: none"> <li>• Experimentation with voice on stage with reasonable success</li> <li>• Facial expression can show my character's emotions.</li> <li>• Gestures and movements with used with reasonable success in performance.</li> <li>• A clear attempt is made at staying in character when performing on stage</li> <li>• Space on stage effectively used with reasonable effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify both strengths and weaknesses in my work and the work of others with appropriate detail.</li> <li>• Can write thoughtfully and relevantly about the skills and processes of drama.</li> <li>• Writing shows a reasonable level of literacy.</li> </ul>
BC4	<ul style="list-style-type: none"> <li>• I can give reasonable suggestions and ideas during the rehearsal process.</li> <li>• Can accept suggestions and ideas from others during the rehearsal process</li> <li>• Can maintain a reasonable focus during the process of making a performance.</li> <li>• Beginning to create a character that explores a range of</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonable experimentation with voice on stage</li> <li>• Facial expression can show my character's emotions.</li> <li>• Gestures and movements used with reasonable success in performance.</li> <li>• A clear attempt is made at staying in character when performing on stage</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify features of good performance with reasonable detail.</li> <li>• Can write in full sentences about with reasonable reflection.</li> <li>• Able to identify targets for improvement.</li> </ul>

	emotions with a reasonable level of success.		
BC3	<ul style="list-style-type: none"> <li>• I can put some ideas forward</li> <li>• Can mostly keep my focus during the process of making a performance.</li> <li>• Can communicate a character with some consideration of voice and physicality.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• My voice is loud enough for the audience to hear and understand</li> <li>• I am beginning to move around the stage and use also use gestures at times.</li> </ul>	<ul style="list-style-type: none"> <li>• Some developing basic skills in writing and reflecting upon the work of self and others.</li> <li>• Can write some sentences when engaging in reflection or feedback</li> </ul>
BC2	<ul style="list-style-type: none"> <li>• Some focus can be lost during the process of making a performance</li> <li>• Some skills are used when creating a character.</li> </ul>	<ul style="list-style-type: none"> <li>• Some vocal skills demonstrated; is sometimes loud enough for the audience to hear on stage</li> <li>• Some awareness of the audience</li> </ul>	<ul style="list-style-type: none"> <li>• Some skills in writing and reflecting upon the work of self and others but is basic.</li> <li>• Can write some basic sentences when engaging in reflection or feedback</li> </ul>
BC1	<ul style="list-style-type: none"> <li>• Focus can be lost during the process of making a performance</li> <li>• Limited skills used in creating a character.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice can be quite quiet when on stage</li> <li>• Limited understanding demonstrated of audience. Position on stage needs considering so as to not turn back to the audience</li> <li>• Limited characterisation and performances shows a lack of confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Limited skills demonstrated in writing and reflecting upon the work of self and others.</li> <li>• Can write a simple sentence when engaging in reflection or feedback</li> </ul>