

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>

**Brockington Drama Department Year 9**

	<b>Creating</b>	<b>Performing</b>	<b>Appraising</b>
<b>BC9</b>	<p><b>A learner on track for Grade 9 can:</b></p> <ul style="list-style-type: none"> <li>• Create characters with sophistication and depth.</li> <li>• Demonstrate a detailed understanding of the context of their character.</li> <li>• Give in depth consideration to character motivation.</li> </ul>	<p><b>A learner on track for Grade 9 can:</b></p> <ul style="list-style-type: none"> <li>• Perform with immense confidence using areas of the stage appropriately for their character. They have planned blocking into their performance.</li> <li>• Sustain character for the entire performance.</li> <li>• Use a wide range of dramatic skills and knowledge. of these skills is evident within performances.</li> </ul>	<p><b>A learner on track for Grade 9 can:</b></p> <ul style="list-style-type: none"> <li>• Show an excellent understanding of drama genres, styles, conventions and techniques. My writing is detailed and analytical and shows original insight. I use drama terminology with accuracy and use an excellent level of detail.</li> </ul>
<b>BC8</b>	<p><b>A learner on track for Grade 8 ca</b></p> <ul style="list-style-type: none"> <li>• Demonstrate sensitivity, precision and depth in the creation of their characters.</li> <li>• Convey relationships and characters in a variety of settings.</li> </ul>	<p><b>A learner on track for Grade 8 can:</b></p> <ul style="list-style-type: none"> <li>• Perform with confidence, giving consideration to space and staging.</li> <li>• Use a range of dramatic techniques.</li> </ul>	<p><b>A learner on track for Grade 8 can:</b></p> <ul style="list-style-type: none"> <li>• Analyse performances, styles and genres with great perception. I write about dram skills with depth and use drama terminology which shows a high level of literacy.</li> </ul>
<b>BC7</b>	<p><b>A learner on track for Grade 7 can:</b></p> <ul style="list-style-type: none"> <li>• Create, develop and sustain a realistic or stylised character to their audience.</li> </ul>	<p><b>A learner on track for Grade 7 can:</b></p> <ul style="list-style-type: none"> <li>• Sustain a complex character for the duration of the performance.</li> <li>• Use a variety of vocal and physical techniques.</li> </ul>	<p><b>A learner on track for Grade 7 can:</b></p> <ul style="list-style-type: none"> <li>• Can compare performances and styles. My evaluations show a high level of understanding of drama skills and the process of drama through my extended writing tasks.</li> </ul>
<b>BC6</b>	<p><b>A learner on track for Grade 6 can:</b></p> <ul style="list-style-type: none"> <li>• Create, adapt and sustain different roles.</li> <li>• Experience with their voice and movement.</li> <li>• Keep in character for their performance.</li> </ul>	<p><b>A learner on track for Grade 6 can:</b></p> <ul style="list-style-type: none"> <li>• Keep in character when performing on stage.</li> <li>• Use a good level of vocal and physical techniques which are explored creatively.</li> </ul>	<p><b>A learner on track for 6 can demonstrate most of the below:</b></p> <ul style="list-style-type: none"> <li>• Evaluations show a high level of understanding of the skills and processes of drama through my writing and reflections in class.</li> <li>• I am a good critical thinker.</li> <li>• can identify my own areas for development effectively and respond to the feedback of others.</li> </ul>

<b>BC5</b>	<p><b>A learner on track for Grade 5 can:</b></p> <ul style="list-style-type: none"> <li>Express thoughts, ideas and feelings through the performances that they create.</li> <li>Begin to create in-depth characters that explore a range of feelings and emotions.</li> </ul>	<p><b>A learner on track for Grade 5 can:</b></p> <ul style="list-style-type: none"> <li>A wide range of vocal and physical skills are explored when performing.</li> <li>Student stays in character when performing.</li> </ul>	<p><b>A learner on track for a Grade 5 can:</b></p> <ul style="list-style-type: none"> <li>Identify both strengths and weaknesses in my work and the work of others.</li> <li>I can write thoughtfully about the skills and processes of drama.</li> <li>My writing shows a reasonable level of literacy.</li> </ul>
<b>BC4</b>	<p><b>A learner on track for Grade 4 can:</b></p> <ul style="list-style-type: none"> <li>Has confidence in exploring real or imaginary situations and this confidence is demonstrated effectively in the work they create.</li> </ul>	<p><b>A learner on track for Grade 4 can:</b></p> <ul style="list-style-type: none"> <li>A clear attempt is made at staying in character when performing on stage.</li> <li>The student uses vocal and physical skills to show their character.</li> </ul>	<p><b>A learner on track for Grade 4 can:</b></p> <ul style="list-style-type: none"> <li>Identify features of good performance work.</li> <li>I write in full sentences about my work when reflecting in class.</li> <li>I am able to identify targets for improvement.</li> </ul>
<b>BC3</b>	<p><b>A learner on track for Grade 3 can:</b></p> <ul style="list-style-type: none"> <li>Communicate character reasonably well.</li> <li>They have developed confidence in creating realistic characters.</li> </ul>	<p><b>A learner on track for Grade 3 can:</b></p> <ul style="list-style-type: none"> <li>Use a reasonable level of vocal and physical skills when performing on stage.</li> <li>Manage to stay in character for some of their performance.</li> </ul>	<p><b>A learner on track for Grade 3 can</b></p> <ul style="list-style-type: none"> <li>Discuss the plot of a performance. I can write in simple statements about my practical work.</li> </ul>
<b>BC2</b>	<p><b>A learner on track for Grade 2 can:</b></p> <ul style="list-style-type: none"> <li>Communicate character with limited skills.</li> <li>Start to pick out some skills that make effective character.</li> </ul>	<p><b>A learner on track for Grade 2 can:</b></p> <ul style="list-style-type: none"> <li>Begin to use a limited level of vocal and physical skills to perform character on stage.</li> </ul>	<p><b>A learner on track for Grade 2 can:</b></p> <ul style="list-style-type: none"> <li>Limited skills in writing and reflecting upon the work of self and others. Can write a simple sentence when engaging in reflection or feedback.</li> </ul>
<b>BC1</b>	<p><b>A learner on track for Grade 1 can:</b></p> <ul style="list-style-type: none"> <li>Create a simple character.</li> <li>Begin to consider drama skills for character.</li> </ul>	<p><b>A learner on track for Grade 1 can:</b></p> <ul style="list-style-type: none"> <li>Stand on the stage in front of the audience and speak a few lines with confidence.</li> </ul>	<p><b>A learner on track for Grade 1 can:</b></p> <ul style="list-style-type: none"> <li>Identify where their work needs to improve. Can write about a performance with limited detail.</li> </ul>