

## Department: Drama - **KS3 Target**

Name:

Skill	Can identify simple use of	Beginning to	Developing	Able to apply	Correct application	Consistent	Sustained	Independent Command	Mastery
	Stage 1 Emerging or secure	Stage 2 Emerging or secure	Stage 3 Emerging or secure	Stage 4 Emerging or secure	Stage 5 Emerging or secure	Stage 6 Emerging or secure	Stage 7 Emerging or secure	Stage 8 Emerging or secure	Stage 9 Emerging or secure
<b>Creativity</b>									
<b>CA - Can I respond to a given stimulus as an individual, and in a group, through the use of mind-mapping and improvisation to devise performance material?</b>	There may be only one occasion where you can find evidence of achieving a skill	There is more than one occasion where a particular skill is evident	There is evidence that the student understands how to apply a skill, on occasion, independently	Independence in applying the skill is more evident, less support is needed in the classroom	There is evidence to show that a student correctly applies skills on a regular basis but equally there is evidence of occasional incorrect usage	There is evidence that skills/techniques are always applied correctly	There is evidence that the skills/techniques are always used correctly and sustained for a required time (constantly using different stimuli to create new material)	There is faultless use of skills, the student works independently and is self-motivated	Demonstrates skills in an exceptional, consistent and refined manner. Shows leadership qualities and supports the learning of others
<b>CB - Can I use theatrical devices and explorative strategies to communicate intention to an audience, in scripted or devised performance?</b>	There may be only one occasion where you can find evidence of achieving a skill	There is more than one occasion where a particular skill is evident	There is evidence that the student understands how to apply a skill, on occasion, independently	Independence in applying the skill is more evident, less support is needed in the classroom	There is evidence to show that a student correctly applies skills on a regular basis but equally there is evidence of occasional incorrect usage	There is evidence that skills/techniques are always applied correctly	There is evidence that the skills/techniques are always used correctly and sustained for a required time (use of 'aside' or dramatic tension)	There is faultless use of skills, the student works independently and is self-motivated	Demonstrates skills in an exceptional, consistent and refined manner. Shows leadership qualities and supports the learning of others
<b>CC - Can I use various techniques and explorative strategies to create a character? e.g. Hot Seating, Thought Tracking, Method Acting</b>	There may be only one occasion where you can find evidence of achieving a skill	There is more than one occasion where a particular skill is evident	There is evidence that the student understands how to apply a skill, on occasion, independently	Independence in applying the skill is more evident, less support is needed in the classroom	There is evidence to show that a student correctly applies skills on a regular basis but equally there is evidence of occasional incorrect usage	There is evidence that skills/techniques are always applied correctly	There is evidence that the skills/techniques are always used correctly and sustained for a required time (staying completely in role for 'Hot Seating')	There is faultless use of skills, the student works independently and is self-motivated	Demonstrates skills in an exceptional, consistent and refined manner. Shows leadership qualities and supports the learning of others

**Performance**

<p><b>PA - Can I use my voice to communicate with an audience?</b></p>	<p>There may be only one occasion where you can find evidence of achieving a skill</p>	<p>There is more than one occasion where a particular skill is evident</p>	<p>There is evidence that the student understands how to apply a skill, on occasion, independently</p>	<p>Independence in applying the skill is more evident, less support is needed in the classroom</p>	<p>There is evidence to show that a student correctly applies skills on a regular basis but equally there is evidence of occasional incorrect usage</p>	<p>There is evidence that skills/techniques are always applied correctly</p>	<p>There is evidence that the skills/techniques are always used correctly and sustained for a required time (e.g. sustaining an accent during performance)</p>	<p>There is faultless use of skills, the student works independently and is self-motivated</p>	<p>Demonstrates skills in an exceptional, consistent and refined manner. Shows leadership qualities and supports the learning of others</p>
<p><b>PB - Can I use my physicality to communicate with an audience? e.g. gestures</b></p>	<p>There may be only one occasion where you can find evidence of achieving a skill</p>	<p>There is more than one occasion where a particular skill is evident</p>	<p>There is evidence that the student understands how to apply a skill, on occasion, independently</p>	<p>Independence in applying the skill is more evident, less support is needed in the classroom</p>	<p>There is evidence to show that a student correctly applies skills on a regular basis but equally there is evidence of occasional incorrect usage</p>	<p>There is evidence that skills/techniques are always applied correctly</p>	<p>There is evidence that the skills/techniques are always used correctly and sustained for a required time (e.g. repeating physical motifs, demonstrating stamina)</p>	<p>There is faultless use of skills, the student works independently and is self-motivated</p>	<p>Demonstrates skills in an exceptional, consistent and refined manner. Shows leadership qualities and supports the learning of others</p>
<p><b>PC - Can I sustain a character when performing in front of an audience?</b></p>	<p>There may be only one occasion where you can find evidence of achieving a skill</p>	<p>There is more than one occasion where a particular skill is evident</p>	<p>There is evidence that the student understands how to apply a skill, on occasion, independently</p>	<p>Independence in applying the skill is more evident, less support is needed in the classroom</p>	<p>There is evidence to show that a student correctly applies skills on a regular basis but equally there is evidence of occasional incorrect usage</p>	<p>There is evidence that skills/techniques are always applied correctly</p>	<p>There is evidence that the skills/techniques are always used correctly and sustained for a required time (stays in role, even when things go wrong)</p>	<p>There is faultless use of skills, the student works independently and is self-motivated</p>	<p>Demonstrates skills in an exceptional, consistent and refined manner. Shows leadership qualities and supports the learning of others</p>
<p><b>PD - Can I engage effectively with other performers being aware of 'presence' on stage and proxemics?</b></p>	<p>There may be only one occasion where you can find evidence of achieving a skill</p>	<p>There is more than one occasion where a particular skill is evident</p>	<p>There is evidence that the student understands how to apply a skill, on occasion, independently</p>	<p>Independence in applying the skill is more evident, less support is needed in the classroom</p>	<p>There is evidence to show that a student correctly applies skills on a regular basis but equally there is evidence of occasional incorrect usage</p>	<p>There is evidence that skills/techniques are always applied correctly</p>	<p>There is evidence that the skills/techniques are always used correctly and sustained for a required time (e.g. sustaining a character during performance)</p>	<p>There is faultless use of skills, the student works independently and is self-motivated</p>	<p>Demonstrates skills in an exceptional, consistent and refined manner. Shows leadership qualities and supports the learning of others</p>

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<b>Responding</b>									
<b>AA - Can I comment on my own and other's work, saying 'even better if'?</b>	There may be only one occasion where you can find evidence of achieving a skill	There is more than one occasion where a particular skill is evident	There is evidence that the student understands how to apply a skill, on occasion, independently	Independence in applying the skill is more evident, less support is needed in the classroom	There is evidence to show that a student correctly applies skills on a regular basis but equally there is evidence of occasional incorrect usage	There is evidence that skills/techniques are always applied correctly	There is evidence that the skills/techniques are always used correctly and sustained for a required time (e.g. discussion with a teacher about different points in their work)	There is faultless use of skills, the student works independently and is self-motivated	Demonstrates skills in an exceptional, consistent and refined manner. Shows leadership qualities and supports the learning of others
<b>AB - Can I evaluate my progress and set individual targets for myself with the support of my teacher?</b>	There may be only one occasion where you can find evidence of achieving a skill	There is more than one occasion where a particular skill is evident	There is evidence that the student understands how to apply a skill, on occasion, independently	Independence in applying the skill is more evident, less support is needed in the classroom	There is evidence to show that a student correctly applies skills on a regular basis but equally there is evidence of occasional incorrect usage	There is evidence that skills/techniques are always applied correctly	There is evidence that the skills/techniques are always used correctly and sustained for a required time (knows how to set targets)	There is faultless use of skills, the student works independently and is self-motivated	Demonstrates skills in an exceptional, consistent and refined manner. Shows leadership qualities and supports the learning of others
<b>AC - Can I demonstrate knowledge of professional works and when necessary show links with my own work?</b>	There may be only one occasion where you can find evidence of achieving a skill	There is more than one occasion where a particular skill is evident	There is evidence that the student understands how to apply a skill, on occasion, independently	Independence in applying the skill is more evident, less support is needed in the classroom	There is evidence to show that a student correctly applies skills on a regular basis but equally there is evidence of occasional incorrect usage	There is evidence that skills/techniques are always applied correctly	There is evidence that the skills/techniques are always used correctly and sustained for a required time (talks fluently about different, professional companies)	There is faultless use of skills, the student works independently and is self-motivated	Demonstrates skills in an exceptional, consistent and refined manner. Shows leadership qualities and supports the learning of others
<b>AD - Can I show understanding of drama language?</b>	There may be only one occasion where you can find evidence of achieving a skill	There is more than one occasion where a particular skill is evident	There is evidence that the student understands how to apply a skill, on occasion, independently	Independence in applying the skill is more evident, less support is needed in the classroom	There is evidence to show that a student correctly applies skills on a regular basis but equally there is evidence of occasional incorrect usage	There is evidence that skills/techniques are always applied correctly	There is evidence that the skills/techniques are always used correctly and sustained for a required time.	There is faultless use of skills, the student works independently and is self-motivated	Demonstrates skills in an exceptional, consistent and refined manner. Shows leadership qualities and supports the learning of others