



Academic Achievement: Rating Descriptors

Subject: Drama

Year: 8

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| | In general, based on progress shown so far, we expect that by the end of this academic year your child will... | |
| | ...know... | ...be able to... |
| 1 Above the expected standard | <p>Dramatic strategies: including narration, choral speaking, slow motion, flashback, foreshadowing, mirroring.</p> <p>Characterisation: including voice (pace, pitch, volume, tone), language, stance, exaggeration, timing, gestus.</p> <p>How to analyse: written technique, audience impact, set (suggestive, realistic), costume, lighting (spotlight, flood, shadows), props, sound (naturalistic, atmospheric).</p> <p>How to develop work: including, transitions, marking the moment, content sensitivity, historical accuracy, repetition, motif, research, stock characters, conventions (e.g. overhearing)</p> <p>How intentions impact dramatic choices: chronology of structure, contrast, dramatic irony, direct address</p> <p>Dramatic style: Naturalism, non-naturalism, symbolism, abstract, satire.</p> | <p>Create by cooperating with maturity and positive interpersonal skills. They can structure small group work and develop detailed and thoughtful final performances.</p> <p>Perform by playing a detailed and convincing character, using body language, expression, space, voice and language effectively and consistently.</p> <p>Respond by regularly volunteering constructive criticism about the performance they watch and take part in.</p> <p>Analyse how a range of dramatic choices have impact on the audience.</p> |
| 2 Meeting the expected standard | <p>Dramatic strategies: including narration, choral speaking, slow motion, flashback, mirroring</p> <p>Characterisation: including voice (volume, tone), language, stance, exaggeration, timing.</p> <p>How to analyse: written technique, audience impact, set, costume, lighting (spotlight), props, sound (naturalistic, atmospheric).</p> <p>How to develop work: including transitions, marking the moment, content sensitivity, repetition, research, stock characters, conventions (e.g. overhearing)</p> <p>How intentions impact dramatic choices: chronology of structure, contrast, dramatic irony, direct address</p> <p>Dramatic style: Naturalism, non-naturalism, abstract, satire.</p> | <p>Create by cooperating and communicating effectively and maturely with others and using drama strategies with confidence resulting in a successful final performance.</p> <p>Perform by playing a detailed character with focus, using body language, expression, voice and language effectively to present a role.</p> <p>Respond by using constructive criticism to discuss areas of strength and areas for development in the work of others. They can also reflect on their own work to improve it further.</p> |
| 3 Working towards the expected standard | <p>Dramatic strategies: including narration, slow motion, flashback,</p> <p>Characterisation: including voice, language, exaggeration. How to analyse: set, costume, lighting, props, sound.</p> <p>How to develop work: including marking the moment, stock characters, conventions (e.g. overhearing)</p> <p>How intentions impact dramatic choices: contrast, direct address</p> <p>Dramatic style: Naturalism, abstract, satire.</p> | <p>Create by cooperating and communicating effectively with others and beginning to use drama strategies for a purpose.</p> <p>Perform by playing a basic character with focus, using body language, expression, voice and language to create a role.</p> <p>Respond by justifying their reasoning when identifying areas for development and areas of strength in their own work and that of others.</p> |
| 4 Below the expected standard | <p>Dramatic strategies: including narration, slow motion, flashback,</p> <p>Characterisation: including body language, voice.</p> <p>How to analyse: set, costume, lighting, props, sound.</p> <p>How to develop work: stock characters, conventions (e.g. overhearing)</p> <p>How intentions impact dramatic choices: direct address</p> <p>Dramatic style: Naturalism.</p> | <p>Create by sometimes cooperating and communicating with others and using basic drama strategies.</p> <p>Perform by playing a basic character with some focus, using body language, expression and sometimes voice.</p> <p>Respond by identifying areas of strength in their work and that of others when prompted.</p> |