

Attenborough
School:
Expressive Arts

KS3 Drama

Year 8

Name:

Teaching Group:

What have you learnt so far?

Rehearsal technique/convention/strategy	Explain what it means
Still Image/Freeze Frame	
Duologue	
Cross cutting	
Flashback/Flash forward	

If you haven't used these techniques yet you will. So when you have used them please write down the definition in the boxes.

Drama Technique = you can enhance performance skills such as character development and storytelling.

KS3 Drama Assessment

Self and Peer Areas of Assessment

Creating	Working in a group, staying on task and contributing ideas	Understanding how to create dialogue and structure a play	Understanding how to create a role and use body and voice to portray character	Using design elements to add to the performance- lighting, costume and set	Working outside of the lesson by reading plays or researching ideas
Performing	Awareness of the audience and how to communicate effectively with them	Working with the rest of the group to explain the narrative in performance	Sustaining a role in performance using voice	Sustaining a role in performance using movement	Working with the rest of the group to create rapport
Evaluating	Giving verbal feedback which helps others to improve their work	Giving written feedback which helps others to improve their work	Using subject specific terminology in feedback	Using Tier 3 vocabulary to make points clear	P5 Using success criteria to give feedback

Levels of Assessment

KS3 Drama	Creating	Performing	Evaluating
Exceptional	Creates original and exciting dialogue and narrative for self and others. Shows understanding of dramatic arc, structure and character interaction. Uses design elements to enhance performance. Creates complex narratives and fully developed characters. Researches texts.	Plays a range of sophisticated characters and stays in role throughout. Aware of sight lines. Uses movement and voice to create meaning in a way which engages and delights audience. Leads ensemble work and creates rapport onstage with other actors through controlled movement and focus.	Able to analyse, evaluate and fully articulate a response to live performance which shows an exceptional grasp of subject specific terminology. Insightful and detailed verbal or written response with evidence of independent learning and/or prior knowledge beyond success criteria.
Advanced	Reliable and enthusiastic group member who always shares ideas on how to develop the drama. Always able to extend ideas and make reference to sources of information. Contributes creative and practical suggestions of how space, set, lighting and other design ideas are used to create meaning.	Plays characters very different to self and stays in role. Aware of sight lines. Uses movement and voice to create meaning in a way which sustains audience attention. Works well in an ensemble and can create rapport onstage with other actors through movement and focus which is sometimes controlled..	Able to analyse, evaluate and articulate a response to live performance which shows an understanding of some subject specific terminology. Verbal or written response with evidence of independent learning and reference to success criteria.
Secure	Often on task and positive group member who can share ideas for how to develop the drama, including detail on narrative and character. Often shows some understanding of how space, set, lighting and other design ideas are used to create meaning.	Plays characters similar to self well and can be more diverse. Responds well to direction on sight lines, movement and voice. Listens well in an ensemble and can share ideas. Helps to create meaning which engages an audience for the majority of a performances, with minor lapses in concentration and focus.	Some ability to analyse, evaluate and articulate a response to live performance with occasional use of subject specific terminology. Verbal or written response with evidence of reflection and reference to success criteria.
Developing	Participates well in group work led by others. Listens and occasionally contributes ideas for narrative and character. Can make suggestions for space, set, costume and/or lighting.	Plays characters similar to self. Some response to direction on sight lines, movement and voice. Can work in an ensemble and occasionally share ideas. Helps to create meaning which engages an audience for part of a performance, with lapses in concentration and focus.	Can sometimes articulate a response to live performance with occasional use of subject specific terminology, especially when supported by peers or teacher. Verbal response stronger than written, with some reference to an element of the success criteria.

RECORD OF ASSESSMENT

Title of Assessment		
Overall Level		
Teacher Feedback		Student Response
Autumn Term	<p>WWW:</p> <p>EBI:</p>	<p>WWW:</p> <p>EBI:</p>
Title of Assessment		
Overall Level		
Teacher Feedback		Student Response
Spring Term	<p>WWW:</p> <p>EBI:</p>	<p>WWW:</p> <p>EBI:</p>

RECORD OF ASSESSMENT

Title of Assessment Overall Level		
Teacher Feedback		Student Response
Summer Term	WWW: EBI:	WWW: EBI:
Title of Assessment Overall Level		
Teacher Feedback		Student Response
	WWW: EBI:	WWW: EBI:

Teacher Feedback - Comments for Creating

WWW = What Went Well
1) You listened to others in the group and occasionally gave ideas to help create the performance.
2) You have started to develop focus when working with others
3) You allowed others to participate in the work and showed some focus at times.
4) You helped to incorporate the drama techniques/conventions that you were asked to use
5) You explored the genre well, your contribution showed that you understood its conventions.
6) The characters that you created and portrayed were recognisable and appropriate to the piece
7) Each section of your drama was evident, showing that you had a clear and effective structure.
8) I could clearly see the narrative in your performance, you had thought carefully about the story.
9) In discussion, you were able to articulate ideas and explain your sources of information.
10) You stayed on task for most of the process of creating the drama.
11) You stayed on task for the entire process of creating the drama and were fully engaged with the task, even working outside of lesson time.
12) You were able to rehearse and refine your piece very effectively.
EBI = Even Better If
A) You came to lessons with ideas of how to develop the drama, and share these with the group.
B) You used research to add original and exciting ideas to the drama.
C) You increased your focus and took responsibility for elements of the drama.
D) You included some drama conventions and techniques in your piece.
E) You created an exciting structure, with a clear beginning and end.
F) You linked the scenes in your piece with interesting transitions.
G) You worked on creating dynamic and precise dialogue.
H) Your characters were unique and well developed.
I) You created a piece where each scene contributes to the narrative,
J) You are on task and involved with the whole process of creating the drama.

Teacher Feedback - Comments for Performing

WWW = What Went Well
1) You performed with some confidence and an awareness of the audience.
2) Your confidence meant that the audience were fully engaged and involved in the performance.
3) You created some different movement for this character- you were clearly playing someone else.
4) You were part of the ensemble and I could see some moments of individual contribution.
5) You used your voice to create a character different to yourself- your tone, accent and/or pitch were different to your own.
6) You committed to every part of playing a different character; using your voice and movement to portray someone very different to yourself.
7) Each section of your drama was linked by some transition.
8) Each section of your drama was linked by clear and accomplished transition which helped the piece to flow..
9) You successfully showed a variety of different dynamics throughout the whole of the performance, helping to engage the audience.
10) You used costume to enhance your characterisation.
11) You used some elements of set design to enhance the effectiveness of your piece.
12) You used some elements of sound and/ or lighting to enhance the effectiveness of your piece.
EBI = Even Better If
A) Use all of the space on stage; think about what each area is supposed to represent?
B) Ensure that the characters are not simply 'bunched up' on stage- how, why, when and where do they move?
C) Change the way that you move so we can see you are playing someone different to yourself.
D) Experiment with pitch, tone, accent etc. so that your voice shows the audience that you are a different character.
E) Remember to keep the tension going throughout your performance; stay in character at all times.
F) Work on the transitions between scenes. Try to ensure the stage is never empty, unless it is for effect.
G) Try to ensure that you do not forget any sections of the drama as this will affect the structure and 'flow' of your performance.
H) Add design elements e.g. costume, lighting, sound etc. to enhance your performance and show meaning to the audience.
I) Ensure that all of your ideas are considered- make sure that you contribute every rehearsal.
J) Be aware of the audience at all times, ensure you are performing to and for them.
K) Ensure you have a big enough role with an appropriate amount of dialogue
L) Can you vary the style of performance? How could you tell the story in a more interesting way?

Teacher Feedback - Comments for Evaluating

WWW = What Went Well
1) You are able to comment on the way in which you and others have used your voices, giving clear examples of pitch, tone etc.
2) You are able to comment on the way in which you and others have used movement, giving clear examples of direction, dynamic etc.
3) You have given detailed and relevant comments on the way in which you and others have used your voices, giving clear examples of pitch, tone etc.
4) You have given detailed and relevant comments on the way in which you and others have used movement, giving clear examples of direction, dynamic etc.
5) You have been able to make relevant suggestions on how you and others could improve the use of voice to show narrative and characterisation.
6) You have been able to make relevant suggestions on how you and others could improve movement to show narrative and characterisation.
7) You give good advice on how to use transitions.
8) You give ideas of how to incorporate different performance styles and techniques.
9) You have given relevant advice on how the narrative could be improved.
10) You have given relevant advice on how the structure of the piece could be improved.
11) You have given relevant advice on how design could enhance the effectiveness of a piece.
12) Your overall comments have helped other students to make many improvements to their piece.
EBI = Even Better If
A) You make your comments specific and give clear examples.
B) You use subject- specific terminology to describe what you think.
C) You watch each performance carefully.
D) You are aware of movement and how to describe it.
E) You are aware of vocal effects and how to describe them.
F) You listen to the opinions of others and follow the discussion.
G) You can suggest ideas for improvement.
H) You collaborate with others to share ideas.
I) You focus and use evaluation time wisely.
J) You accept the feedback of others and act to implement it.
K) You show mature appreciation for the work others do.

Term Three Creating and Evaluating

Assessment: Dark wood Manor

Focus: Creating dialogue, create a role and use body and voice to portray character.

Create a script for 4/5 group members.

Script number one:

Overview:

They are a group of friends who meet up in the middle of the night, they have sneaked out from home to go and explore Dark wood Manor, a house that has been abandoned and derelict for many years. Dark wood Manor is at the bottom of the road from where they all live. Nobody knows only them that they are going to meet up.

Characters:

1. The boss who has suggested the meeting
2. The late one who would rather be in bed
3. The scared one who quite frankly would rather stay at home
4. The organised one who has torches/food/water for everyone
5. The one interested in the history of the house and has lots of facts about the Manor

The script:

You have to have at least three lines per character.

In your group you will have to write the same script so that you can all learn the lines.

Extension task put the stage directions into the script.

Script number two:

Focus: Creating dialogue, create a role and use body and voice to portray character.

Create a script for 4/5 group members

Overview:

The friends have got through the haunted garden and are at the front door of the house. They are quietly discussing who will be the first to go into the Manor. They are all a bit weary and are trying to persuade each other to go in first.

Have the roles changed? Is the bossy one the one who is now scared? Think how about how you will show this in your language and also when you perform it.

Give 5 examples of what you could use to show the characters feelings. In the list suggest from the following but also give a specific example of how this would be shown:

Body Language Vocal Space

1. E.G Body Language-arms folded to show that they are protecting themselves
2. E.G Vocal-Voice is high and speaking fast to show that they are scared
3. E.G Space-They are stood very closely to their friends as they are afraid to be on their own

1

2

3

4

5

Script Number one: Dark Wood Manor

Script number two: Dark Wood Manor

Design Elements

Props, costume, set design, lighting, make up and sound effects all help to bring a play to life.

Make a costume and props list for the character you are playing. Explain why you have chosen this.

My character is.....

My costume idea To show
.....

My costume idea To show
.....

My costume idea To show
.....

Props idea To show
.....

Props idea To show
.....

Props idea To show
.....

Preparing for Performance

- Read through as a class
- Allocate roles (casting)
- Highlight lines
- Block it- read through as you move around a simple set. Where are your entrances and exits?
- Add some characterisation. How will you move?
- Add vocal elements- how will you use pitch, pace, tone, accent etc.
- Think about action and reaction between characters- this is called rapport.
- Remember to stay in role, even if you are not speaking!
- Rehearse several times.
- Learn the lines.

My pre- assessment date.....

My assessment date.....

An Evaluation of my performance. What did the critics say? 😊 What do I think?

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Glossary of Drama Terms/Find out what they mean and write them down

- Thought track.....
- Still image.....
- Sound effect.....
- Script.....
- Scene.....
- Rehearsal.....
- Projection.....
- Plot.....
- Physical theatre.....
- Narration.....
- Movement.....
- Mime.....
- Lighting.....
- Language
- Flashback.....
- Dialogue.....
- Costume.....
- Characterisation.....
- Voice.....
- Facial expression.....
- Gesture.....
- Imagination.....
- Devising.....
- Space.....

Cover Lessons Drama KS3

Scriptwriting

1. Step one- select one from each of the columns below (or use your own)

Location	Time	Occasion
Airport	Lunchtime	New Year
Cave	Morning	Christmas
Street	Now	Wedding
Parliament	Yesterday	21 st Birthday
Palace	20 years ago	Victory
Forest	Roman	Birth
Bus station	Two weeks ago	Holiday
School	Victorian	Departing
Beach	100 years in future	Returning
Kitchen		
Playground		

2. Step 2-Decide on a topic-use of these or something of your own

Adventure, animals, aeroplane journey, accident, aliens, bullying, baby-sitting, crime, childhood, chance, dreams, emergency, expedition, equality, football, fortune-telling, gangs, holiday, hospital, jealousy, letters, lottery, museums, myths, neighbours, party, quiz show, rainforests, survival, storms, shoplifting, space, school, teams, time-travel, underworld, voyages, war, will.

3. Step 3- Create Characters

Who are they and what is their relationship to one another? What names will you give them? It is best to have only a few characters- from 2-4 is perfect.

4. Step 4- Create the Narrative (Story)

Drama is story telling- this relies on tension and conflict. So, decide what the climax of your story will be and how you might end it.

5. Step 5- The Layout

Remember to lay the words out on the page correctly. The character's name goes in the margin. Stage directions (which give background information and tells the actors what to do) go in brackets.

Title	
Characters	
Setting; Where are we? What is happening?	
Name	Dialogue (what people say)
Continue on A4 Paper	

