

Attenborough
School:
Expressive Arts

KS3 Drama

Year 9

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

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: Rome and Juliet

Focus: How do we put together a play, create a staged production of Romeo and Juliet.

You will begin to have an understanding of the design elements of a theatre production such as:

Stage type/Lighting/Sound/Set/Costume and how they can be used to help tell the story

What themes are there in Romeo and Juliet?

1

2

3

4

Find a modern theatre production of Romeo and Juliet and a traditional version. You can search The RSC website The Globe Website. A very good modern version has Orlando Bloom in the cast.

Please watch both versions and the fight scene when Mercutio has been killed.

Watch the two clips – modern and traditional version of Romeo Juliet.

Complete the grid below and state the difference please:

| | Modern Version | Traditional Version |
|----------|----------------|---------------------|
| Set | | |
| Lighting | | |
| Staging | | |
| Costume | | |

The types of staging

Stages can differ in shape, size and location to audience. You are going to research the following stage types and draw them out.

In the diagrams you need to add where the audience is located, exits and entrances and stage type.

An excellent place to look it BBC GCSE Drama bite size pages

- 1 In the round
- 2 Proscenium stage
- 3 Thrust stage
- 4 Traverse stage

Please draw four diagrams of the stage types you have researched.

Now you need to decide the following:

Look at some examples of the staging of Rome and Juliet to get ideas for your own.

Decide on the type of stage you will use – look at your notes.

Which version on Romeo and Juliet will you use:

- The traditional version
- The Baz Lurhmann version (film/petrol station clip)
- The Orlando Bloom stage version (modern)
- Or your own version for the fight scene.

Watch the following youtube clip on staging.

<https://www.youtube.com/watch?v=OLw-QapkxnA>

You need to have a cardboard box or cereal box available to use.

You are going to make your own stage for the production of Romeo and Juliet.

Design elements

Areas to consider:

Remember colours can create mood. What do the following colours portray on a stage thinking about the themes and issues in the play:

Red –

Blue –

Darkness –

Where and how can you use these colours?

Lighting/costume/props/set

Make a model box out of the cardboard that is a stage type that you have selected.

You can locate pictures of model boxes on the online

Please create the model box for the fight scene:

- Mercutio and Tybalt begin to fight
- Romeo attempting to restore peace, throws himself between the two. Tybalt stabs Mercutio under Romeo's arm, and as Mercutio falls, Tybalt and his men hurry away.
- When Tybalt, still angry, storms back onto the scene, Romeo draws his sword. They fight, and Romeo kills Tybalt. Benvolio urges Romeo to run; a group of citizens outraged at the recurring street fights is approaching.

In your model box you must have set, colour and props.

What is set? Please look up on GCSE Drama BBC bite size.

Take a picture of the model box and print it out.

DESIGN ELEMENTS

Costume:

Draw three of the characters and create their costume to fit with your production of Romeo and Juliet.

Is your play modern or traditional?

What colours are you using to portray the character and the themes and issues in the play?

You need to ensure that in your drawings you have hair/skin/clothing from shoes to top of the head.

List the different areas of a costume:

Hair- e.g. long as a modern character who is a surfer

Skin – e.g. freckles been in the sun a lot and is a hot place by the sea

Clothing – e.g. denim this is a rebellious fabric

Hair

1

2

3

Skin

1

2

3

Clothing

1

2

3

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.

The characters are.....

My set idea To show
.....

My set idea To show
.....

My set idea To show
.....

Props idea To show
.....

Props idea To show
.....

Props idea To show
.....

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.....