

# Year 8

## Performing Arts

Name:

Class:

Teacher:

Term	Attainment 8 Estimate	Current Flightpath	To progress further I need to...	Teacher Signature
<b>5</b>				



# KS3 Assessment criteria in Performing Arts: Drama & Dance

Please find below assessment criteria that will be used to measure attainment in reports in Drama & Dance:

	Appreciation	Performing	Devising
9	<ul style="list-style-type: none"> <li>You can accurately identify a range of devising skills used to create successful performances.</li> <li>You can use adjectives and suitable vocabulary to describe performance elements and strategies with detail and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>You can perform complex pieces with secure use of a range of performing skills.</li> <li>You can perform with an imaginative sense of artistic interpretation and style suitable for the genre.</li> </ul>	<ul style="list-style-type: none"> <li>You can devise creative and challenging performance pieces and work well as an ensemble.</li> <li>You can devise pieces that show appropriate organisation and structure using the correct intention.</li> <li>You can devise performance work using a wide range of performance skills that are suitable to the theme.</li> </ul>
8	<ul style="list-style-type: none"> <li>You can clearly identify a range of devising skills used to create successful performances.</li> <li>You can use adjectives and suitable vocabulary to describe performance elements and strategies with detail and some analysis.</li> </ul>	<ul style="list-style-type: none"> <li>You can perform challenging pieces with secure use of a range of performing skills.</li> <li>You can perform with a creative sense of artistic interpretation and style suitable for the genre.</li> </ul>	<ul style="list-style-type: none"> <li>You can devise challenging performance pieces and work well as an ensemble.</li> <li>You can devise pieces that show organisation and structure using the correct intention.</li> <li>You can devise performance work using a range of performance skills that are suitable to the theme.</li> </ul>
7	<ul style="list-style-type: none"> <li>You can identify a range of devising skills used to create successful performances.</li> <li>You can use adjectives and suitable vocabulary to describe performance elements and strategies with detail.</li> </ul>	<ul style="list-style-type: none"> <li>You can perform creative pieces with a range of performing skills.</li> <li>You can perform with a sense of artistic interpretation and style suitable for the genre.</li> </ul>	<ul style="list-style-type: none"> <li>You can devise creative performance pieces and work well as an ensemble.</li> <li>You can devise pieces that show organisation and structure using a basic intention.</li> <li>You can devise performance work using a range of performance skills that are suitable to the theme.</li> </ul>
6	<ul style="list-style-type: none"> <li>You can identify a small range of devising skills used to create successful performances.</li> <li>You can use some adjectives and suitable vocabulary to describe performance elements and strategies with some detail.</li> </ul>	<ul style="list-style-type: none"> <li>You can perform interesting pieces with a range of performing skills.</li> <li>You can perform with a sense of artistic interpretation and style suitable for the genre.</li> </ul>	<ul style="list-style-type: none"> <li>You can devise interesting performance pieces and work as an ensemble.</li> <li>You can devise pieces that show appropriate organisation and structure.</li> <li>You can devise performance work using some performance skills that are suitable to the theme.</li> </ul>
5	<ul style="list-style-type: none"> <li>You can identify a range of devising skills used to create successful performances.</li> <li>You can use suitable vocabulary to describe performance elements and strategies with little detail.</li> </ul>	<ul style="list-style-type: none"> <li>You can perform basic pieces with some use of basic performing skills.</li> <li>You can perform with an imaginative sense and style suitable for the genre.</li> </ul>	<ul style="list-style-type: none"> <li>You can devise basic performance pieces and work well as an ensemble.</li> <li>You can devise pieces that show some organisation but lack clear structure.</li> <li>You can devise performance work using some performance skills.</li> </ul>
4	<ul style="list-style-type: none"> <li>You can accurately identify a range of devising skills used to create successful performances.</li> <li>You can use some suitable vocabulary to describe performance elements and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>You can perform very basic pieces with an attempt to use some basic performing skills.</li> <li>You can perform with sense of imagination and style suitable for the genre.</li> </ul>	<ul style="list-style-type: none"> <li>You can devise very basic performance pieces.</li> <li>You can devise pieces that show basic organisation but lack structure.</li> <li>You can devise performance work using few performance skills.</li> </ul>

# Unit 5: Whodunnit!

## Lesson 1

Date:

### Learning Objectives

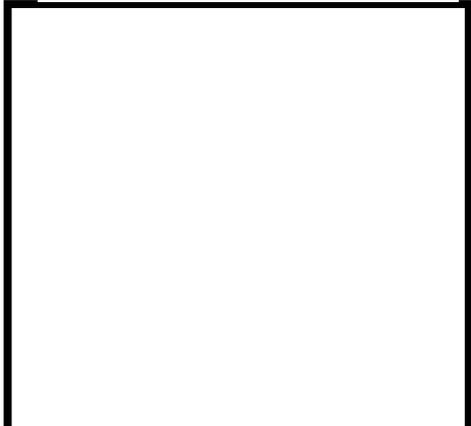
- ✓ I will understand the 5P's and how they can impact an actor's performance
- ✓ I will be able to use the 5P vocal skills in a practical task successfully
- ✓ I will be able to analyse a suspect's statement video, focusing on their vocal skills

### Starter Activity: Mrs Fox's watch has been stolen!

Watch the video and learn about the mystery of Mrs Fox stolen watch. Write down one key piece of information that you discover from each of the videos.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Suspect Profile: Choose a character from the video to create a character profile using the box below.

Name of Character: _____	
Age of character:	
Height:	
Character traits:	<b>SUSPECT HEAD SHOT</b> 
Favourite Activity:	

### Suspect Videos- The 5 P's Vocal Skills

Name the 5 P's

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_  
5. \_\_\_\_\_

### Who are the members of your group?

\_\_\_\_\_

### Practical Task: Suspect Phone Calls

In groups, you are going to create a scene where you are on the phone to a friend or family member of a suspect. A member of your group will be the lead detective, the other members will need to each be one of the following characters:

- Suspects Old Nan
- Suspects Best Friend
- Suspects Northern Neighbour
- \* Suspects Rude Work Colleague
- \* Suspects Worried Wife or Husband
- \* Suspects Young Son or Daughter

Whilst performing, consider how you will speak to the character. How will you use the 5P's to support your performance?

### Success Criteria

- ✓ A performance that successfully demonstrates the use of vocal skills
- ✓ A performance which demonstrates highly effective ensemble skills
- ✓ A performance which makes appropriate use of structure and organisation.

### Group Performance Review

Provide feedback for your whole group (**peer feedback**) referring to the specific success criteria.

Progress made (what did you all do well?):

\_\_\_\_\_  
\_\_\_\_\_

Progress further (what could you all do to improve)?

\_\_\_\_\_  
\_\_\_\_\_

## PROGRESS MADE

- Successful use of the 5P's vocal skills
- Communicated our story well
- I worked to the best of my ability

## PROGRESS FURTHER & TASK

- Make better use of the 5P's vocal skills
- Our story wasn't clearly communicated
- I could have been more focused

## Unit 5: Whodunnit!

Lesson 2

Date:

### Learning Objectives

- ✓ I will be able to understand what makes a stereotypical character
- ✓ To learn how to develop a character through hot seating
- ✓ I will be able to evaluate my own and others' performance and suggest ways to improve.

### **Starter Activity: Last Lesson**

Recall the information you discovered last lesson about the crime and the suspects. Consider your use of spelling, punctuation and grammar.

---

---

---

---

### **Stereotypical Character**

From reading the information on the slide, answer the following questions

What is a stereotypical character?

---

What stereotypical characters can you think of?

---

### **Practical Task: Hot Seating**

Choose one of the suspects, you are going to perform as them for the hot seating task. Think of two questions that you want to ask the suspect and write them below.

Chosen suspect: \_\_\_\_\_

1. \_\_\_\_\_

---

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

In groups, question each suspect one at a time using the question you have written. Remember to stay in character and answer the questions as your character would. This is your own interpretation of the character so be as creative as you can. Consider your use of the vocal skills the 5 P's; pronunciation, placement of emphasis, pauses, pitch and projection.

**Success Criteria:**

- \* A performance that successfully demonstrates the use of vocal skills.
- \* A performance, which demonstrates highly effective group/ensemble skills.
- \* A performance, which makes good and appropriate use of structure, characterisation and improvisation.

**Who are the members of your group?**

\_\_\_\_\_

**Group Performance Review**

Provide feedback for your whole group (**peer feedback**) referring to the specific success criteria.

Progress made (what did you all do well?):

\_\_\_\_\_

\_\_\_\_\_

Progress further (what could you all do to improve)?

\_\_\_\_\_

\_\_\_\_\_

**PROGRESS MADE**

- Successful use of vocal skills
- Communicated our story well
- I worked to the best of my ability

**PROGRESS FURTHER & TASK**

- Make better use of all the vocal skills we have learnt
- Our story wasn't clearly communicated
- I could have been more focused

# Unit 5: Whodunnit!

## Lesson 3

Date:

### Learning Objectives

- ✓ I will learn how to develop my characterisation skills in order to become a specific character from a story.
- ✓ I will be able to use a range of skills & strategies in performance
- ✓ I will be able to evaluate my own and others' performances and suggest ways to improve

### Starter Activity: Recalling Last Lesson

Write down three key pieces of information you can remember from last lesson. Remember: Last lesson you each took on the role of a suspect and tried hot seating.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Riddle Clue

Take a look at the riddles on the slide. Write down your answer for each of the riddles to reveal a hidden answer.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Work out the Word!

Use the scrambled letters to create a hidden word. This will give you a clue about who the thief might be.

\_\_\_\_\_

### Practical Task: The Final Scene...

The thief has been found! In your group, create the final scene where the detective and their team confront the thief. Decide how the thief reacts to the confrontation, do they take it well and admit their crime? Do they argue with the detective? Do things get hostile? Does the thief attempt to flee from the scene?

⇒ In groups of 3-5 people, act out the story using the following strategies

- ✓ Narration
- ✓ Mime
- ✓ Characterisation
- ✓ Physical Theatre
- ✓ Space & levels

**Who are the members of your group?**

---

### Success Criteria

- ✓ A performance that successfully demonstrates the use of performance skills
- ✓ A performance which demonstrates highly effective ensemble skills
- ✓ A performance which makes good and appropriate use of structure, improvisation and characterisation

### Group Performance Review

Provide feedback for your whole group (**peer feedback**) referring to the success criteria.

Progress made (what did you all do well?):

---

---

Progress further (what could you all do to improve)?

---

## PROGRESS MADE

- Successful understanding of how to devise a final scene
- Clear storyline evident
- Adequate representation of different characters
- Improved ensemble skills

## PROGRESS FURTHER

- Inadequate understanding of how to devise a final scene
- Storyline unclear or confused in places
- Inadequate representation of different characters
- Ensemble skills need work