

Year 8

Performing Arts

Name:

Class:

Teacher:

Term	Attainment 8 Estimate	Current Flightpath	To progress further I need to...	Teacher Signature
3				
4				



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

Unit 3: Theatre and Storytelling

Lesson 1

Date:

Learning Objectives

- ✓ I will know how to develop my performance skills for telling a story through speech and movement.
- ✓ I will be able to improve my work through rehearsal.
- ✓ I will be able to evaluate my own and others' performances.

Storytelling

Storytelling is the social and cultural activity of sharing stories, often with improvisation, theatrics, or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and instilling moral values.

What will it help me to achieve?

- Builds confidence through speaking and sharing ideas with others
- Develop your skills in English – reading and writing
- Teaches you how to work well as a team
- Helps to develop your speech delivery – clarity and diction
- Helps you to express your thoughts through language as well as movement
- Develops your creative mind

Starter Activity: Alice in Wonderland

Watch the trailer for Alice in Wonderland.

- 1) Name as many of the characters from the story as you can.

- 2) What are three things that you like about **one** of the characters that you have written above.

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- 3) List some of the performance skills that you would need to use in order to become that character.

Non- Practical Task: Alice in Wonderland

Draw stage diagrams for three key points in the story and label them.

Practical Task: Alice in Wonderland

Read through the story of Alice in Wonderland. In groups you will be given a section of the story. Decide how you will act it out using any of the following skills.

- ⇒ Narration
- ⇒ Still images
- ⇒ Mime
- ⇒ Your own dialogue
- ⇒ Physical theatre (becoming non-human objects and characters)
- ⇒ Props and set

Who are the members of your group?

Success Criteria

- ✓ A performance that successfully demonstrates the use of physical theatre and performance skills
- ✓ A performance which demonstrates highly effective ensemble skills
- ✓ A performance which makes appropriate use of structure, organisation, and space and levels.

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 physical theatre skills
- Communicated our story well
- I worked to the best of my ability
- Good use of facial expression

PROGRESS FURTHER & TASK

- Make better use of all the physical theatre skills we have learnt
- Our story wasn't clearly communicated
- I could have been more focused
- Better use of facial expression

Unit 3: Theatre and Storytelling

Lesson 2

Date:

Learning Objectives

- ✓ To learn how to develop a character within a story and be able to improve my skills through rehearsal.
- ✓ I will be able to create a performance using a story.
- ✓ I will be able to evaluate my own and others' performance and suggest ways to improve.

Starter Activity: The Lion, The Witch and The Wardrobe

Read through the story as a class. Write a brief summary of the story in the space below. Consider your use of spelling, punctuation and grammar.

Create a character profile for one of the characters from the story. Imagine you are playing the character. You will need to consider what the character is like, to know how to recreate them. Include the following: character's name; age; personality; facial expressions; body language; hand gestures; costume; use of voice/tone/volume.

Character:

Personality:

Gesture/Physical theatre ideas:

Use of Voice:

Optional Extra: Draw your character on the opposite side of the box.

Practical Task

In groups of 3-5 using the whole story. Work together to decide how you will act it out using any of the following skills;

- ✓ Dialogue – considering your use of clarity, intonation and projection.
- ✓ Movement, mime and gesture
- ✓ Physical theatre (becoming non-human objects and characters)
- ✓ Props and set

Success Criteria:

- * A Performance that successfully demonstrates the use of physical theatre and performance skills.
- * A performance, which demonstrates highly effective group/ensemble skills.
- * A performance, which makes good and appropriate use of structure, organisation and space and levels.

Non-Practical Task

Design a mask to represent the lion and another mask to represent the witch.

Extension – Draw a costume for one of the costumes. The costume must link to the mask, this could be by using similar patterns or colours.

Who are the members of your group?

PROGRESS MADE

- Successful use of physical theatre skills
- Communicated our story well
- I worked to the best of my ability
- Good use of facial expression

PROGRESS FURTHER & TASK

- Make better use of all the physical theatre skills we have learnt
- Our story wasn't clearly communicated
- I could have been more focused
- Better use of facial expression

Unit 3: Theatre and Storytelling

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: The Twits

After reading through The Twits as a class, create a character profile for both the two main characters in the story. You can use small sketches to support your ideas.

	Mr Twit	Mrs Twit
General description		
Posture		
Facial Expressions		
Personality		
Mannerisms Body Language		
Costume		
Age range for Actor		

Practical Task

- ⇒ In groups of 3-5 people, act out the story using the following strategies
- ✓ Narration
- ✓ Mime
- ✓ Characterisation
- ✓ Physical Theatre
- ✓ Space & levels
- ✓ Props & set

Who are the members of your group?

Success Criteria

- ✓ A performance that successfully demonstrates the use of physical theatre and other performance skills
- ✓ A performance which demonstrates highly effective ensemble skills
- ✓ A performance which makes good and appropriate use of structure, organisation, and space & levels

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 dramatic convention
- Clear storyline evident
- Adequate representation of different characters
- Improved ensemble skills

PROGRESS FURTHER

- Inadequate understanding of dramatic convention
- Storyline unclear or confused in places
- Inadequate representation of different characters
- Ensemble skills need work

Unit 3: Theatre and Storytelling

Lesson 4

Date:

Learning Objectives

- ✓ I will be able to write my own interpretation of The Wizard of Oz.
- ✓ I will be able to use my imagination to modernise the characters and the stories.
- ✓ I will be able to understand how to improve my work using feedback given.

Starter Activity: Definitions

Match up the definitions with the correct terminology. Use the middle row of boxes to put your arrows from the word to each definition.

Clarity		Style of speaking or writing as dependent upon choice of words.
Diction		The rise and fall of the voice in speaking
Intonation		The strength of speaking or singing whereby the voice is used loudly and clearly.
Projection		The quality of being clear, in particular, the quality of being coherent and intelligible.

The Wizard of Oz

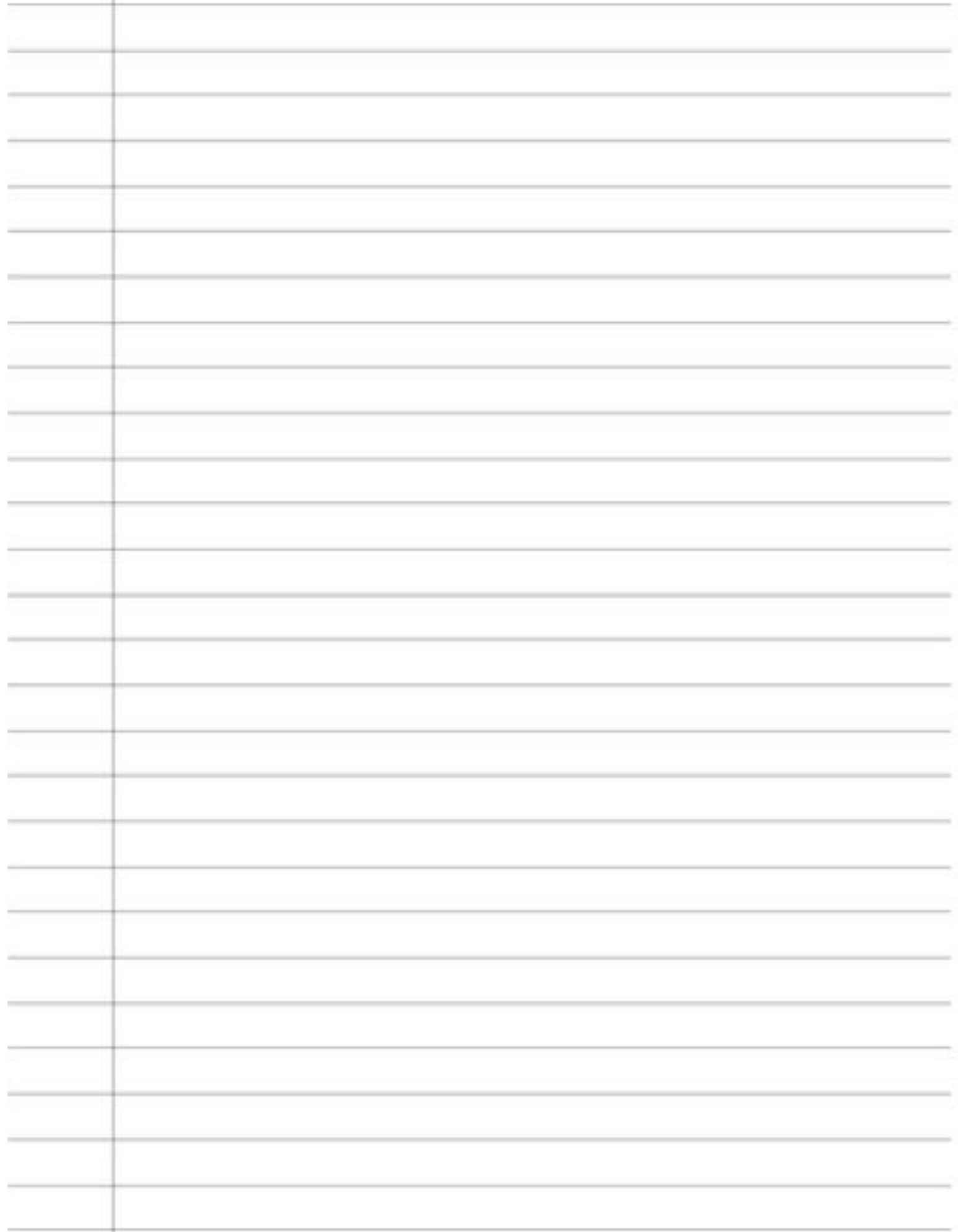
Read through the story of The Wizard of Oz and then write out the story as a script. You should modernise the story or change it in some way.

- ⇒ Use correct script writing techniques to ensure when you are trying to act it out, you are able to do so easily!
- ⇒ Make sure you have enough dialogue for each character, so the audience gets to know the story through the characters' personalities.

Success Criteria

- ✓ A script that successfully introduces the characters and the storyline
- ✓ A script that has a clear introduction and conclusion
- ✓ A script which is appropriate for children to view, once it is performed
- ✓ A script which has clear stage directions for the actors to follow
- ✓ A script which uses correct spelling, grammar and punctuation to be as easy-to-follow as possible





Unit 3: Theatre and Storytelling

Lesson 5

Date:

Learning Objectives

- ✓ I will be able to use my own, or a group member's script writing to design a performance
- ✓ I will be able to use my acting skills to bring a character to life from the written word
- ✓ I will be able to understand how to improve my work using feedback given

Starter Activity: Creating a Character Profile

In your group, you will need to decide whose script you will rehearse today. Read through everyone's script, and then decide on your character. Once you have done this, complete a character profile for your character below.

Character:

Personality:

Gesture/Physical theatre ideas:

Use of Voice:

Optional Extra: Draw your character on the opposite side of the box.

Practical Task: Rehearsal and Performance

- ⇒ In your groups, work on preparing your performance, making sure to refer to the success criteria below.
- ⇒ Work as an ensemble and use physical theatre skills to illustrate the story.
- Extension: create freeze frames to add interest to your performance.

Who are the members of your group?

Success Criteria

- ✓ A performance that successfully demonstrates the use of physical theatre skills
- ✓ A performance which demonstrates highly effective ensemble skills
- ✓ A performance, which makes appropriate use of structure, organisation, and space and levels.

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)?

Unit 3: Theatre and Storytelling

Lesson 6

Date:

Learning Objectives

- ✓ I will be able to work collaboratively to produce an end of term performance.
- ✓ I will be able to use my acting skills to bring a character to life.
- ✓ I will be able to understand how to improve my work using feedback given

Practical Task:

Create a performance based on the image that your teacher shows you. Consider what the image reminds you of and devise a performance piece which links to it. The non-practical version of this activity is to write either a story or a script based on the picture.

Performance ideas

Use the space below to note down some ideas about what you will include in your performance.

Success Criteria

- ✓ A performance that successfully demonstrates the use of physical theatre skills
- ✓ A performance which demonstrates highly effective ensemble skills
- ✓ A performance, which makes appropriate use of structure, organisation, and space and levels.

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 dramatic convention
- Clear storyline evident
- Adequate representation of different characters
- Improved ensemble skills

PROGRESS FURTHER

- Inadequate understanding of dramatic convention
- Storyline unclear or confused in places
- Inadequate representation of different characters
- Ensemble skills need work

End of Term Review: Complete the following sentences

This term I have learnt:

The skills I have improved are:

Next term, in order to meet/exceed my target grade, I need to:
