

Year 8

Performing Arts

Name:

Class:

Teacher:

Term	Attainment 8 Estimate	Current Flightpath	To progress further I need to...	Teacher Signature
6				



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 5: Two Fights, A Wedding and A Funeral

Lesson 1

Date:

Learning Objectives

- ✓ To be able to understand key facts about Shakespeare
- ✓ To be able to recall the story of Romeo and Juliet
- ✓ To explore the prologue for Romeo & Juliet through physicality

Starter Activity: The Famous Playwright William Shakespeare

Name three things you already know about William Shakespeare

1. _____

2. _____

3. _____

Facts About Shakespeare

Fill in the following gaps with the words in the boxes

38	films	sonnets	Romeo and Juliet	modern plays
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Shakespeare's works include _____ plays, 2 narrative poems, 154 _____, and a variety of other poems.

Many of Shakespeare's plays have been adapted for _____ and _____
_____. A famous adaption of one of Shakespeare's plays is Baz Luhrmann's
_____ premiered in 1996 featuring the famous Leonardo DiCaprio as
Romeo.

Recall the 5P's

List the vocal skills the 5P's below:

1. _____
2. _____
3. _____
4. _____
5. _____

Creative Task: The Prologue

In groups, learn the following prologue from Romeo and Juliet and include physicality whilst speaking, just as the actors do from 'The Reduced Shakespeare Company'.

Consider what gestures you could link to particular words. How could you include a variety of levels? How could you make contact between you?

Two households both alike in dignity,
In fair Verona where we lay our scene
From ancient grudge, break to new mutiny,
Where civil blood makes civil hands unclean:
From forth the fatal loins of these two foes,
A pair of star crossed lovers take their life:
Whose misadventured piteous overthrows,
Doth with their death bury their parents' strife.

Performance Review

Provide peer feedback for your creative work referring to the specific success criteria.

Progress made (what did you do well?):

Progress further (what could you do to improve)?

PROGRESS MADE

- Successful at recalling the story of Romeo and Juliet
- I worked to the best of my ability
- Good use of gestures, facial expression and levels

PROGRESS FURTHER & TASK

- Remember the order of the story Romeo and Juliet
- I could have been more focused
- Better use of gesture, facial expression and levels

Unit 5: Two Fights, A Wedding and A Funeral

Lesson 2

Date:

Learning Objectives

- ✓ I will be able to recall the characters from Romeo and Juliet
- ✓ I will be able to understand a Shakespearean script

Starter Activity: Capulet and Montague

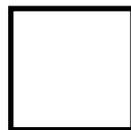
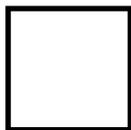
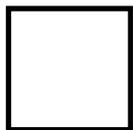
Using your knowledge of Romeo and Juliet, list the characters in their correct households.

House of Montague	House of Capulet	No Household/ Neutral

Romeo and Juliet Storyline

Using the table below, write down the order of each scene from the story Romeo and Juliet using the helpful pictures on the PowerPoint.

List the scenes in order from one to six:



Beginning

End

Creative Task: Extract 1

Read through the following scene

A street

ENTER SAMPSON and GREGORY of the house of Capulet, in conversation.

GREGORY Here come two of the house of Montague.

ENTER two other serving men, ABRAHAM and BALTHAZAR

SAMPSON I will bite my thumb at them, which is disgrace to them if they bear it.

[He bites his thumb]

ABRAHAM Do you bite your thumb at us, sir?

SAMPSON I do bite my thumb, sir.

ABRAHAM Do you bite your thumb at us, sir?

SAMPSON **[to GREGORY]** Is the law of our side if I say ay?

GREGORY No.

SAMPSON No sir, I do not bite my thumb at you, sir, but I bite my thumb, sir.

ABRAHAM You lie.

SAMPSON Draw if you be men.

ENTER BENVOLIO

BENVOLIO Part, fools. Put up your swords, you know not what you do.

ENTER TYBALT

TYBALT **[To BENVOLIO]** What, art thou drawn amongst these heartless hinds? Turn thee Benvolio, look upon thy death.

BENVOLIO I do but keep the peace.

TYBALT What, drawn, and talk of peace? I hate the word
As I hate hell, all Montagues, and thee.

What do you believe is happening in this scene?

Storyboard Shakespeare Scene

Using the script like a story, create a storyboard of what is happening in this scene by drawing the character and action in the scene. You can add details about each drawing or include what each character is saying.

Unit 5: Two Fights, A Wedding and A Funeral

Lesson 3

Date:

Learning Objectives

- ✓ I will be able to adapt a Shakespearean scene into a modernised piece.
- ✓ I will be able to re-write a script to modernise a script extract

Starter Activity: Recall the story of Romeo and Juliet

List five key moments in the play Romeo and Juliet:

1. _____
2. _____
3. _____
4. _____
5. _____

Written Task: Mercutio's Death

Read through the following extract.

SCENE 12 A Street

ENTER BENVOLIO and MERCUTIO

BENVOLIO

I pray you, good Mercutio, lets retire; The day is hot, the Capels are abroad, And if we meet we shall not 'scape a brawl, By my head, here come the Capulets.

MERCUTIO

By my heel, I care not.

ENTER TYBALT and others

TYBALT

Gentlemen, good e'en: a word with one of you.

MERCUTIO

And but one word with one of us? Couple it with something; make it a word and a blow.

TYBALT under ROMEO's arm wounds MERCUTIO

BENVOLIO

Art thou hurt?

MERCUTIO

Ay, ay, a scratch, a scratch. Marry, 'tis enough.

ROMEO

Courage man, the hurt cannot be much.

MERCUTIO

'Twill serve. Ask for me tomorrow and you shall find me a grave man. A plague o' both your houses. A plague o' both your houses.

MERCUTIO dies

BENVOLIO

Here comes Tybalt.

ROMEO

Alive, in triumph, and Mercutio slain. Tybalt, Mercutio's soul is but a little way above our heads, staying for thine to keep him company. Either thou, or I, or both, must go with him.

TYBALT

Thou, wretched boy, shalt with him hence.

They FIGHT. ROMEO kills TYBALT

Written Task Continued

Your task is to now modernise the scene by changing the language. However, the plot of the scene must stay the same, Tybalt and Mercutio must still have a fight, Mercutio must still die and Romeo must kill Tybalt- these key moments must not change but the way these moments happen can change. Use the lined paper on the next page to write your version of the story.

As an **extension task**, you can change the ending of the story for example, the Prince could decide not to banish Romeo, meaning both Romeo and Juliet could run away together.

Performing Arts End of Term Review

This term I have learnt...

Next term, I need to focus on improving...

Teacher Comment
