

This term in SUBJECT we will be learning about the Devising Portfolio

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	<ul style="list-style-type: none"> • Offers comprehensive explanations of the creative intentions for the performance. • Assured and comprehensive practical creation, development and refinement of ideas from the stimuli to communicate meaning. • Demonstrates confident engagement with the process of collaboration, rehearsal and refinement. • Confident and accomplished use of appropriate drama terminology. 	<ul style="list-style-type: none"> • Offers sustained explanations of the creative intentions for the performance. • Effective and sustained practical creation, development and refinement of ideas from the stimuli to communicate meaning. • Demonstrates secure engagement with the process of collaboration, rehearsal and refinement. • Secure and consistent use of appropriate drama terminology. 	<ul style="list-style-type: none"> • Offers coherent explanations of the creative intentions for the performance. • Competent practical creation, development and refinement of ideas from the stimuli to communicate meaning. • Clear engagement throughout the process of collaboration, rehearsal and refinement. • Coherent use of drama terminology. 	<ul style="list-style-type: none"> • Basic to adequate explanations of the creative intentions for the performance. • Under-developed to some sound practical creation, development and refinement of ideas from the stimuli to communicate meaning. • Tentative to some adequate engagement with the process • Limited & inconsistent to generally adequate use of drama terminology which is sometimes appropriate
SKILLS & APPLICATION	<ul style="list-style-type: none"> • Assured, fully-balanced and considered analysis and evaluation of personal contribution to the creation, development and refinement. • Comprehensive, fully-balanced and considered a & e of individual performance/design skills demonstrated in the performance. • Accomplished comprehensive ability to a & e the realisation of creative intentions within the performance, with fully-balanced analysis & evaluation. • Assured, fully-balanced & considered a & e of decisions made regarding content, genre, structure, character, form, style, and language. 	<ul style="list-style-type: none"> • Secure and balanced analysis and evaluation of: personal contribution to the creation, development and refinement process. • Secure & balanced a & e of decisions made regarding content, genre, structure, character, form, style, and language. • Effective and balanced a & e of individual performance/design skills demonstrated in the performance. • Effective and sustained ability to a & e the realisation of creative intentions within the performance, with a balance between analysis and evaluation. 	<ul style="list-style-type: none"> • Coherent and generally balanced analysis and evaluation of personal contribution to the creation, development & refinement. • Coherent and generally balanced a & e of decisions made regarding content, genre, structure, character, form, style, and language. • Competent and generally balanced a & e of individual performance/design skills demonstrated in the performance. • Clear ability to a & e the realisation of creative intentions within the performance, with a general balance between analysis and evaluation. 	<ul style="list-style-type: none"> • Limited to generally adequate analysis with basic evaluation of personal contribution to the creation, development and refinement process. • Limited to generally adequate analysis with basic evaluation of decisions made regarding content, genre, structure, character, form, style, and language. • Underdeveloped to adequate a with basic e of individual performance/design skills used in the performance. • Limited to adequate ability to a & e the realisation of creative intentions within the performance, however analysis does not always lead to evaluation.

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SKILLS & APPLICATION	<ul style="list-style-type: none"> • Assured, fully-balanced and considered analysis and evaluation of: <ul style="list-style-type: none"> • personal contribution to the creation, development and refinement. • individual performance skills demonstrated in the performance. • realisation of creative intentions within the performance • decisions made regarding content, genre, structure, character, form, style, and language. 	<ul style="list-style-type: none"> • Secure and balanced analysis and evaluation of: <ul style="list-style-type: none"> • personal contribution to the creation, development and refinement process. • decisions made regarding content, genre, structure, character, form, style, and language. • individual performance/design skills demonstrated in the performance. • the realisation of creative intentions within the performance, with a balance between analysis and evaluation. 	<ul style="list-style-type: none"> • Coherent and generally balanced analysis and evaluation of: <ul style="list-style-type: none"> • personal contribution to the creation, development & refinement. • decisions made regarding content, genre, structure, character, form, style, and language. • individual performance/design skills demonstrated in the performance. • creative intentions within the performance 	<ul style="list-style-type: none"> • Limited to generally adequate analysis with basic evaluation of: <ul style="list-style-type: none"> • personal contribution to the creation, development & refinement. • decisions made regarding content, genre, structure, character, form, style, and language. • individual performance/design skills demonstrated in the performance. • creative intentions within the performance

AUTUMN TERM YEAR 10
Comp 1: Devising Portfolio

This term in SUBJECT we will be learning about Devising a Performance

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
S K I L L S & A P P L I C A T I O N	<ul style="list-style-type: none"> Individual performance is assured Ability to combine & apply vocal and physical skills is accomplished Delivery is highly engaging, dynamic and skilful throughout Vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection is comprehensive & skilful Physical control demonstrated when applying use of space, gesture, stillness and stance is comprehensive & skilful Ability to create character(s)/role(s) that supports the communication of creative intent to the audience is accomplished Focus, energy, confidence and commitment are comprehensive Characterisation: assured Level of refinement and range of moods and emotions: accomplished Understanding of style, genre, and theatrical conventions: comprehensive 	<ul style="list-style-type: none"> Individual performance coherent to secure Ability to combine & apply vocal and physical skills is convincing Delivery is engaging and effective throughout Vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection is secure and sustained Physical control demonstrated when applying use of space, gesture, stillness and stance is secure and sustained Ability to create character(s)/role(s) that supports the communication of creative intent to the audience is effective Focus, energy, confidence and commitment are sustained Characterisation is in-depth Level of refinement and range of moods and emotions are effective and convincing Understanding of style, genre, and theatrical conventions is secure 	<ul style="list-style-type: none"> Individual performance is coherent Ability to combine & apply vocal and physical skills is clear Delivery is appropriate and purposeful Vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection is competent Physical control demonstrated when applying use of space, gesture, stillness and stance is competent Ability to create character(s)/role(s) that supports the communication of creative intent to the audience is clear Focus, energy, confidence and commitment are coherent Characterisation is developed Level of refinement and range of moods and emotions evident Understanding of style, genre, and theatrical conventions coherent 	<ul style="list-style-type: none"> Individual performance is basic to generally sound Ability to combine & apply vocal and physical skills is limited to emerging Delivery is often inappropriate and inconsistent to generally appropriate, consistent and purposeful Vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection is adequate Physical control demonstrated when applying use of space, gesture, stillness and stance is inconsistent to adequate Ability to create character(s)/role(s) that supports the communication of creative intent to the audience is limited Focus, energy, confidence and commitment: obvious lapses – adequate Characterisation uneven & lacks development Level of refinement and range of moods and emotions lack range Understanding of style, genre, and theatrical conventions limited to generally sound

