

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"> <li>• Offers comprehensive explanations of the creative intentions for the performance.</li> <li>• Assured and comprehensive practical creation, development and refinement of ideas from the stimuli to communicate meaning.</li> <li>• Confident engagement with the process of collaboration, rehearsal and refinement.</li> <li>• Confident and accomplished use of appropriate drama terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Offers sustained explanations of the creative intentions for the performance.</li> <li>• Effective and sustained practical creation, development and refinement of ideas from the stimuli to communicate meaning.</li> <li>• Demonstrates secure engagement with the process of collaboration, rehearsal and refinement.</li> <li>• Secure and consistent use of appropriate drama terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Offers coherent explanations of the creative intentions for the performance.</li> <li>• Competent practical creation, development and refinement of ideas from the stimuli to communicate meaning.</li> <li>• Clear engagement throughout the process of collaboration, rehearsal and refinement.</li> <li>• Coherent use of drama terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic to adequate explanations of the creative intentions for the performance.</li> <li>• Under-developed to some sound practical creation, development and refinement of ideas from the stimuli to communicate meaning.</li> <li>• Tentative to some adequate engagement with the process</li> <li>• Limited &amp; inconsistent to generally adequate use of drama terminology which is sometimes appropriate</li> </ul>
SKILLS & APPLICATION	<ul style="list-style-type: none"> <li>• Assured, fully-balanced and considered <b>analysis and evaluation</b> of:                             <ul style="list-style-type: none"> <li>• personal contribution to the creation, development and refinement.</li> <li>• individual performance skills demonstrated in the performance.</li> <li>• realisation of creative intentions within the performance</li> <li>• decisions made regarding content, genre, structure, character, form, style, and language.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Secure and balanced <b>analysis and evaluation</b> of:                             <ul style="list-style-type: none"> <li>• personal contribution to the creation, development and refinement process.</li> <li>• decisions made regarding content, genre, structure, character, form, style, and language.</li> <li>• individual performance/design skills demonstrated in the performance.</li> <li>• the realisation of creative intentions within the performance, with a balance between analysis and evaluation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Coherent and generally balanced <b>analysis and evaluation</b> of:                             <ul style="list-style-type: none"> <li>• personal contribution to the creation, development &amp; refinement.</li> <li>• decisions made regarding content, genre, structure, character, form, style, and language.</li> <li>• individual performance/design skills demonstrated in the performance.</li> <li>• creative intentions within the performance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Limited to generally adequate <b>analysis</b> with basic <b>evaluation</b> of:                             <ul style="list-style-type: none"> <li>• personal contribution to the creation, development &amp; refinement.</li> <li>• decisions made regarding content, genre, structure, character, form, style, and language.</li> <li>• individual performance/design skills demonstrated in the performance.</li> <li>• creative intentions within the performance</li> </ul> </li> </ul>

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



This term in SUBJECT we will be learning about An Inspector Calls

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	<ul style="list-style-type: none"> <li>Secure and balanced k &amp; u of context</li> <li>Comprehensive and balanced k &amp; u of the extract &amp; complete text shown</li> <li>Assured and balanced k &amp; u of the ways a director / designer might explore and develop the chosen element.</li> <li>Confident and balanced k &amp; u of how the chosen element is used in performance to enhance the production</li> </ul>	<ul style="list-style-type: none"> <li>Clear and generally balanced k &amp; u of context</li> <li>Competent and balanced k &amp; u of the extract &amp; complete text shown</li> <li>Competent and generally balanced k &amp; u of the ways a director / designer might explore and develop the chosen element.</li> <li>Competent and generally balanced k &amp; u of how the chosen element is used in performance to enhance the production</li> </ul>	<ul style="list-style-type: none"> <li>Clear and generally balanced k &amp; u of context</li> <li>Competent and generally balanced k &amp; u of the extract &amp; complete text shown</li> <li>Basic knowledge and some understanding of the ways a director / designer might explore and develop the chosen element.</li> <li>Basic k &amp; some u of how the chosen element is used in performance to enhance the production</li> </ul>	<ul style="list-style-type: none"> <li>Limited k &amp; u of context</li> <li>Limited k &amp; u of the extract &amp; complete text shown</li> <li>Limited k &amp; u of the ways a director / designer might explore and develop the chosen element.</li> <li>Limited k &amp; u of how the chosen element is used in performance to enhance the production</li> </ul>
SKILLS & APPLICATION	<ul style="list-style-type: none"> <li>Can identify the appropriate number of relevant PT's, each with an appropriate reason linked to the Q</li> <li>Reference to context is embedded and fully supports discussion</li> <li>Assured with comprehensive detail and sustained focus throughout. Examples are well developed and fully support response</li> <li>Confident use of technical and subject-specific language.</li> </ul>	<ul style="list-style-type: none"> <li>Can identify the appropriate number of relevant PT's, each with an appropriate reason linked to the Q</li> <li>Reference to context is effective and appropriate</li> <li>Clearly expressed and detailed, with generally consistent focus. Examples are used effectively to support discussion</li> <li>Competent use of technical and subject-specific language</li> </ul>	<ul style="list-style-type: none"> <li>Can identify the appropriate number of relevant PT's, each with an appropriate reason linked to the Q</li> <li>Reference to context is reasonably effective and mostly appropriate</li> <li>Emerging clarity shown with some detail and focus.</li> <li>Examples used partially support the response.</li> <li>Basic use of technical and subject-specific language</li> </ul>	<ul style="list-style-type: none"> <li>Can identify the appropriate number of relevant PT's, each with an appropriate reason linked to the Q</li> <li>Reference to context is basic and may not always be appropriate</li> <li>Mainly narrative and reported, and lacks focus. Use of examples is limited and tentatively relate to the response</li> <li>Limited use of technical and subject-specific language which may not always be appropriate</li> </ul>

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

This term in SUBJECT we will be learning about Component 2 – Performing a script

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
<b>S K I L L S &amp; A P P L I C A T I O N</b>	<p><b>Vocal &amp; physicals skills</b> are assured, demonstrating a comprehensive understanding of how creative choices communicate meaning. Delivery is engaging and dynamic throughout. Accomplished technical control in the use of techniques &amp; performance shows comprehensive variation and range.</p> <p><b>Characterisation</b> demonstrates a comprehensive understanding of the role and its context within the performance. It is accomplished, skilful and highly engaging, demonstrating comprehensive and assured focus, confidence and commitment. Assured rapport and communication with audience/other performers. Assured contribution to the <b>realisation of the artistic intention</b> in performance. Performance demonstrates assured and sustained control and understanding in relation to <b>style, genre and theatrical conventions</b>. Demonstrates an accomplished and comprehensive <b>interpretation of the text in performance</b>.</p> <p><b>Individual performance</b> is refined, articulate and dynamic, creating significant impact with ability to drive the piece, showing accomplished energy and ease.</p>	<p><b>Vocal &amp; physicals skills</b> are secure, demonstrating an effective understanding of how creative choices communicate meaning to the audience. Delivery is appropriate and consistent throughout. Secure technical control in the use of techniques &amp; performance shows competent variation &amp; range.</p> <p><b>Characterisation</b> demonstrates a secure understanding of the role and its context within the performance. It is consistent and secure, demonstrating effective focus and confidence. Effective rapport and communication with audience/other performers</p> <p>Effective contribution to the <b>realisation of the artistic intention</b> in performance. Performance demonstrates secure control and understanding in relation to <b>style, genre and theatrical conventions</b>. Demonstrates a convincing and sustained <b>interpretation of the text in performance</b>.</p> <p><b>Individual performance</b> is developed, thoughtful and sympathetic, creating effective impact and showing sustained energy and ease</p>	<p><b>Vocal &amp; physicals skills</b> are sound, demonstrating an adequate understanding of how creative choices communicate meaning to the audience. Delivery is generally appropriate and consistent. Sound technical control in the use of techniques. Performance shows general variation and range.</p> <p><b>Characterisation</b> demonstrates a sound understanding of the role and its context within the performance. It is generally consistent and sound, demonstrating adequate focus and confidence. Sound rapport and communication with audience/other performers</p> <p>Clear contribution to the <b>realisation of the artistic intention</b> in performance. Performance demonstrates clear control and understanding in relation to <b>style, genre and theatrical conventions</b>. Demonstrates a coherent <b>interpretation of the text in performance</b>.</p> <p><b>Individual performance</b> is generally developed and has clear impact, showing emerging energy and ease</p>	<p><b>Vocal &amp; physicals</b> are underdeveloped, demonstrating limited understanding of how creative choices communicate meaning to the audience. Delivery is often inappropriate and inconsistent. Basic technical control in the use of techniques (clarity, pace, inflection, pitch, projection). Vocal performance lacks variation and range. Performance lacks variation and range.</p> <p><b>Characterisation</b> demonstrates basic understanding of the role and its context within the performance. It is uneven and lacks clarity, with obvious lapses in focus and confidence. Limited rapport and communication with audience/other performers</p> <p>Basic contribution to the <b>realisation of the artistic intention</b> in performance. Performance demonstrates limited control and understanding in relation to <b>style, genre and theatrical conventions</b>. Demonstrates a basic <b>interpretation of the text in performance</b>.</p> <p><b>Individual performance</b> is undeveloped and has limited impact, lacking energy and ease</p>