**YEAR 9 2022-23 Assessment Timeline**

**Assessment Strategies:**

* Verbal Feedback in lesson
* Individual Feedback (Verbal)
* Whole Class Feedback (Verbal)
* WWW/EBI Feedback during rehearsal process
* Fluency Grade on final performance
* Disciplinary Knowledge/Retrieval Quiz

**Practical Drama Rehearsal and Performance Grading**

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| --- | --- | --- | --- | --- | --- |
| **Assessment Foci** | **Technical Skill** | | **Rehearsal and Development** | **Presentation of Performance** | |
| **Fluency** | **Level of Theatrical Skill** | **Range of Theatrical Skills Demonstrated** | **Contribution to the Effectiveness of the Piece** | **Inventiveness of Individual’s work** | **Success of performance for an audience** |
| **Fluent** | Highly competent, highly developed, and sustained use of theatrical skill | Extensive range of theatrical skills demonstrated | Outstanding contribution to the effectiveness of the piece  Able to lead and direct the rehearsal process with confidence and insight | Highly inventive work throughout | Highly successful realisation of performance for an audience |
| **Complete** | Developed, secure and consistent use of theatrical skill | Wide range of theatrical skills demonstrated | Considerable contribution to the effectiveness of the piece | Work has many inventive qualities or moments | Secure success in realising performance for an audience |
| **Substantial** | Some developing competency in use of theatrical skill, not always sustained | Fair range of theatrical skills demonstrated | Some meaningful contributions to the effectiveness of the piece | Some useful inventive ideas | Some success in realising performance for an audience |
| **Establishing** | Developing competency and confidence in use of theatrical skill | Narrow range of theatrical skills demonstrated | Can offer contributions to support the effectiveness of the piece | Ideas show some awareness of techniques/conventions but limited by ability of application | Little success in realising performance for an audience |
| **Initial** | Exploration of skills and techniques with direction and supervision | | Rehearsal and development is led and directed by others | Application of skills in performance is insecure | |

**Knowledge Oragniser Quiz Grading**

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| **Assessment Foci** | **Technical Skill** | |
| **Fluency** | **Level of Key Terms Understood** | **Score** |
| **Fluent** | Highly competent, highly developed, and sustained understanding key terms | 9-10 |
| **Complete** | Developed, secure and consistent understanding key terms | 8-7 |
| **Substantial** | Some developing competency in understanding key terms | 5-6 |
| **Establishing** | Developing competency and confidence in understanding key terms | 3-4 |
| **Initial** | Limited understanding of key terms | 1-2 |

Assessment Plan:

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| **Autumn Half Term 1 *Teechers by John Godber (Key Skills and Techniques)*** | |
| **Baseline / Formative** | **Practical Baseline Assessment: Key Skills and Techniques – Multi-Role, Exaggerated Characterisation and Direct Address** |
| **Disciplinary Knowledge** | **Teechers – Retrieval Quiz** |
| **Autumn Half Term 2 – *Pantomime (Theatrical Genre)*** | |
| **Summative Assessment**  Fluency Grading | **Practical Assessment: Rehearsal and Development – Active Line Learning, Staging and Blocking Decisions** |
| **Disciplinary Knowledge** | **Pantomime Retrieval Quiz** |
| **Spring Half Term 1- *DNA (Theatrical Style and Convention)*** | |
| **Formative**  Fluency Grading | **Practical Assessment: Rehearsal and Development Focus – communicating character, relationships and tension** |
| **Disciplinary Knowledge** | **Retrieval Quiz** |
| **Spring Half Term 2 – Willy Russell *(Approaches to Text)*** | |
| **Formative**  Fluency Grading | **Practical Assessment: Performance of Mickey and Edward Meeting Aged 7 – characterisation and application of context** |
| **Disciplinary Knowledge** | **Knowledge Organiser – Retrieval Quiz** |
| **Summer Half Term 1 – Influential Theatre Practitioners (Devising from a Stimulus)** | |
| **Summative**  Final Fluency Grading | **Practical Assessment: Curious Incident of the Dog in the Night-Time – Christopher’s Routine** |
| **Disciplinary Knowledge** | **Knowledge Organiser Retrieval Quiz** |
| **Summer Term 2 – Summer Scripted Project (Performance Project)** | |
| **Formative** | **Practical Exploration of Staging Strategies through Script Based Workshops** |