**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 pieceAble 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**  |