

# Year 7 The Godmother



Name :

Date :

Drama Group : 7

Tutor Group : 7

Understanding			
Emerging knowledge of the script shown through discussion of the characters and plot line is evident but ideas for performance not always appropriate. Students are starting to understand how designers communicate style in performance.	Understanding of the script is developing with ideas for performance on the whole appropriate for the style of the play. Students have a developing understanding of the role of designers in communicating this style.	Understanding of the script is secure with good knowledge of the characters. Clear understanding how the characters can be performed to engage the audience is evident. Designs for both costume and set are relevant and appropriate to the style of the play.	Understanding of the script is excellent, very clear understanding of the characters and the plot line are evident. Excellent understanding of how the characters should be performed and why they are 'behaving' as they do. Excellent understanding of the role of the set designer is clear.
<b>Surface</b>		<b>Deep</b>	
<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>	<b>Excellence</b>

Skills			
Teacher support is required to help students to rehearse their piece, suggesting how the stage is set out for performance. Skills of characterisation are emerging, some elements of physical and vocal skills used suit the roles being performed.	Student shows developing understanding of how to change themselves physically and vocally to create a character. However, this is not always consistent throughout the scene. Students have considered how to use the stage, but this is not always successful.	Student shows secure knowledge of how to use a range of physical and vocal skills to show character on stage. Students have considered how to use the stage to ensure the audience are clear of location and relationships and can engage fully with the performance.	Student shows excellent knowledge of how to use a range of physical and vocal skills to show character on stage. Excellent ability to use the stage to communicate both character relationships and plot to the audience. Lines are learnt and delivered with ease.
<b>Surface</b>		<b>Deep</b>	
<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>	<b>Excellence</b>

Quality of Outcome			
Some commitment to character is evident Some scenes are missing, or lack of dialogue makes understanding of your play difficult Stage has been organised, but scene changes are not always fluent Lines are learnt but prompts are regularly needed.	Developing ability to stay in character. Student shows a developing range of characterisation skills. The stage has been clearly organised with the majority of transitions being smooth. Lines are learnt with occasional prompts needed.	Secure ability to create and sustain character throughout the piece. Secure understanding of the plot line and style of performance is evident. Lines are learnt securely. The stage is set to enhance the performance and scene transitions are well organised and smooth. Entertaining and confident performance helps the audience to engage with the action	Skilful and sustained character throughout the performance. Excellent use of characterisation skills to show excellent understanding of text and style of performance, the stage use enhances the audiences understanding of character relationships and the style of performance, Lines are delivered with ease and the audience is entertained by the performance.
<b>Surface</b>		<b>Deep</b>	
<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>	<b>Excellence</b>

Work Ethic and use of rehearsal time (Effort and Independence) ..... School Effort Rubric			
Regularly fails to meet expectations despite clear direction. Struggles to concentrate and listen to the teacher. Lacks independence and fails to complete homework on a regular basis Is a passive member of the team when generating ideas Can often become distracted during rehearsal time	Sometimes needed direction to organise themselves & meet expectations. Responded to learning opportunities but not consistently. Homework effort has been variable and not always completed Uses rehearsal time reasonably with some effort to offer ideas and suggestions to enhance their own role or the play	Well organised and meets expectations. Responded well to the learning opportunities and listens to the teacher at all times. Can independently problem solve and completes homework to the best of their ability. Good use of rehearsal time, clear focus on task and offers suggestions to improve the performance	Highly organised and self disciplined. Listens to the teacher intently. Takes ownership of learning and problem solves independently. Always produces homework to a very high standard. Excellent use of rehearsal time, focussed at all times. Shows excellent leadership skills when structuring the performance and developing ideas for their own part and others Sensitive of the needs of others and very supportive.
<b>Surface</b>		<b>Deep</b>	
<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>	<b>Excellence</b>