

# Drama Department Assessment Calendar

# Drama – Year 7

| Topic                                  | Assessment Method   | Type of feedback to be used | How would work be improved  | Date              |
|--|---|-----------------------------|---|-------------------|
| Introduction to Drama, creating a role | Key skills making, performing, responding (M.P.R) through 2 performance tasks (1 group piece and 1 monologue) | Teacher Verbal feedback     | <p>Students will act on teacher and peer verbal feedback to refine skills in making, performing and responding in their next performance work.</p> <p>Feedback is bespoke to each student in response to skill, effort, and drama techniques demonstrated.</p> <p>Overall feedback should be targeted at how students can communicate a role clearly.</p>                           | <b>MICHAELMAS</b> |
| Sustaining a role<br>Mime              | Key skills (M.P.R) through 2 performance tasks (Mime)   | Teacher Verbal Feedback     | <p>Students will act on teacher and peer verbal feedback to refine skills in making, performing and responding in their next performance work.</p> <p>Feedback is bespoke to each student in response to skill, effort, and drama techniques demonstrated.</p> <p>Overall feedback should be targeted at how students can sustain a role and fully commit to it.</p>                | <b>LENT</b>       |
| Mime<br>Improvisation                  | Key skills (M.P.R) through 1 performance and 1 written task (mime and performance evaluation)                 | Teacher Verbal Feedback     | <p>Students will act on teacher and peer verbal feedback to refine skills in making, performing and responding in their next performance work.</p> <p>Feedback is bespoke to each student in response to skill, effort, and drama techniques demonstrated.</p> <p>Overall feedback should be targeted at how students can communicate more clearly using non-verbal techniques.</p> | <b>TRINITY</b>    |

# Drama – Year 8

| Topic            | Assessment Method   | Type of feedback to be used | How would work be improved   | Date              |
|------------------|---|-----------------------------|--|-------------------|
| Physical Theatre | Assessment: key skills (M.P.R) through 1 performance task: (Polished improvisation)   | Teacher Verbal feedback     | <p>Students will act on teacher and peer verbal feedback to refine skills in making, performing and responding in their next performance work.</p> <p>Feedback is bespoke to each student in response to skill, effort, and drama techniques demonstrated.</p> <p>Overall feedback should be targeted at how students can use their bodies creatively to communicate ideas.</p>                  | <b>MICHAELMAS</b> |
| Comedy           | Assessment: key skills (M.P.R) through 1 performance task: (Performance of script: Emperor's New Clothes)   | Teacher Verbal feedback     | <p>Students will act on teacher and peer verbal feedback to refine skills in making, performing and responding in their next performance work.</p> <p>Feedback is bespoke to each student in response to skill, effort, and drama techniques demonstrated.</p> <p>Overall feedback should be targeted at how students can create comedy for an audience.</p>                                     | <b>LENT</b>       |
| Storytelling     | Key skills (M.P.R) through 1 performance and 1 written task (creative adaptation to create a deliberate audience response and performance evaluation) | Teacher Verbal feedback     | <p>Students will act on teacher and peer verbal feedback to refine skills in making, performing and responding in their next performance work.</p> <p>Feedback is bespoke to each student in response to skill, effort, and drama techniques demonstrated.</p> <p>Overall feedback should be targeted at how students can use a variety of techniques to engage an audience in storytelling.</p> | <b>TRINITY</b>    |

# Drama – Year 9

| Topic   | Assessment Method  | Type of feedback to be used | How would work be improved   | Date              |
|---|--|-----------------------------|--|-------------------|
| The art of the ensemble<br>Interpreting scripts<br>Tension and status                     | Assessment: key skills (M.P.R) through 1 performance task: tension<br>Written evaluation | Teacher Verbal feedback     | Students will act on teacher and peer verbal feedback to refine skills in making, performing and responding in their next performance work.<br><br>Feedback is bespoke to each student in response to skill, effort, and drama techniques demonstrated.<br><br>Overall feedback should be targeted at how theatre makers can use a variety of techniques to create deliberate audience responses.                        | <b>MICHAELMAS</b> |
| Theatre for a purpose<br>Theatre History and contemporary practice.<br><br>Blood Brothers | Assessment: key skills (M.P.R) through 1 performance task: BB                            | Teacher Verbal feedback     | Students will act on teacher and peer verbal feedback to refine skills in making, performing and responding in their next performance work.<br><br>Feedback is bespoke to each student in response to skill, effort, and drama techniques demonstrated.<br><br>Overall feedback should be targeted at how students can use theatre to communicate important social / political issues to an audience in an engaging way. | <b>LENT</b>       |
| Blood Brothers<br>Analysing theatre   | Assessment of analysis and evaluation skills through written task LP                     | Teacher Verbal feedback     | For students opting for GCSE they will act on teacher and peer verbal feedback to refine skills in making, performing and responding in their next performance work.<br><br>Feedback is bespoke to each student in response to skill, effort, and drama techniques demonstrated.<br><br>Overall feedback should be targeted at how analytical students are when evaluating the work of theatre makers.                   | <b>TRINITY</b>    |

# Drama – Year 10

| Topic  | Assessment Method                  | Type of feedback to be used | How would work be improved   | Grade given? | Date              |
|--|------------------------------------|-----------------------------|--|--------------|-------------------|
| Skill development / (trust/ analysing /acting) | Performance: monologue             | Teacher Verbal Feedback     | Students will act on teacher and peer verbal feedback to refine skills in making, performing and responding in their next performance work.  | N            | <b>MICHAELMAS</b> |
|  | Drama terminology test             | Teacher Written Feedback    | Live production notes will be continuously improved with greater detail added to description, analysis and evaluation each time they are revisited and new drama terminology is learnt.  | N            |                   |
|  | Live production notes              |                             |  | N            |                   |
|  | Live production essay              |                             |  | Y            |                   |
| Devised NEA preparation                        | Devised log section 1              | Teacher Verbal Feedback     | Students will act on teacher and peer verbal feedback to refine skills in making and performing the devised piece and use exemplar materials to improve structure and content of the devised log which they will re-draft approx. 3 times per section. | N            | <b>LENT</b>       |
|  | Midway assessment of devised piece |                             |  |              |                   |
| Written exam practice                          | Section 2 log                      | Teacher Written Feedback    | Apply K&U and suggested improvements to another exam question independently  | Y            |                   |
|  | Exam past question: Blood Brothers |                             |  |              |                   |
| Devised assessment                             | Section 3 log                      | Teacher Verbal Feedback     | Students will act on teacher and peer verbal feedback to refine skills in making and performing the devised piece and use exemplar materials to improve structure and content of the devised log which they will re-draft approx. 3 times per section. | Y            | <b>TRINITY</b>    |
|  | Devised performance                |                             |  |              |                   |

|           |                         |                          |   |   |  |
|-----------|-------------------------|--------------------------|---|---|--|
| Mock exam | Mock exam written paper | Teacher Written Feedback | Apply K&U and suggested improvements to another exam question independently | Y |  |
|-----------|-------------------------|--------------------------|---|---|--|

# Drama – Year 11

| Topic   | Assessment Method   | Type of feedback to be used                         | How would work be improved   | Grade given? | Date              |
|---|---|---|--|--------------|-------------------|
| Complete devised NEA and prep for Mock written exam | Devised performance and full log, final submission                  | Teacher Verbal Feedback<br>Teacher Written Feedback | Act on feedback to improve practical and written work.<br><br>Final draft Devised NEA. | Y<br><br>Y   | <b>MICHAELMAS</b> |
|   | BB essay  | Teacher Written Feedback                            | Apply feedback to another past paper completed independently as homework.              | Y            |                   |
|   | Mock exam full written paper  | Teacher Written Feedback                            |  |              |                   |
| Scripted assessment                                 | Prepare and perform 2 extracts from a script to a visiting examiner | Teacher Verbal Feedback<br>Teacher Written Feedback | Act on feedback to improve performance.  | Y            | <b>LENT</b>       |
| Revision for written exam                           | BB essay<br>L pro essay<br>Full written paper timed conditions      | Teacher Verbal Feedback<br>Teacher Written Feedback | Apply feedback to final written exam.  | Y            | <b>TRINITY</b>    |

# Drama – Year 12

| Topic              | Assessment Method                                   | Type of feedback to be used  | How would work be improved   | Grade given? | Date              |
|--------------------|---|------------------------------|--|--------------|-------------------|
| Skill development  | Scripted performances                               | 6 x Teacher Verbal Feedback  | Performance work / skills developed in response to feedback.   | N            | <b>MICHAELMAS</b> |
|                    | L'pro essay   | 4 x Teacher Written Feedback | Apply feedback to improve structure and content of Live production essays and reflective report in next draft (RR) or on another past paper (live pro).  | Y            |                   |
|                    | Reflective report extract one                       |                              |  | N            |                   |
| Making theatre     | Set text  | 4 x Teacher Written Feedback | Performance work / skills developed in response to feedback.   | Y            | <b>LENT</b>       |
|                    | Live Production<br>Scripted performances: extract 2 |                              |  | N            |                   |
|                    | Live Production notes and essay                     | 6 x Teacher Verbal Feedback  | Apply feedback to improve structure and content of Set text and Live production essays, redrafting reflective report improved attainment on past papers. | Y            |                   |
|                    | Reflective report extract 2                         |                              |  | N            |                   |
| Practitioner study | Reflective report (extracts 3, final)               | 2x Teacher Written Feedback  | Redrafting reflective report.  | Y            | <b>TRINITY</b>    |
|                    | Scripted performance: extract 3                     | 6 x Teacher Verbal Feedback  | Performance work / skills developed in response to feedback.   | Y            |                   |
|                    | 2hr Mock exam: set text, L Pro                      |                              | Apply feedback to improve structure and content on written paper.  | Y            |                   |

# Drama – Year 13

| Topic   | Assessment Method  | Type of feedback to be used                                 | How would work be improved   | Grade given? | Date              |
|---|--|---|--|--------------|-------------------|
| Completing scripted<br>Practitioner: devised<br>Set text  | Devised performance, notebook<br>Set text 2, essay<br>Live Production notes, essay   | 4 x Teacher Written Feedback<br>6 x Teacher Verbal Feedback | Redraft devised notebook<br>Improve essay structure and content in response to feedback. | Y<br>Y<br>Y  | <b>MICHAELMAS</b> |
| Formal assessments<br>Scripted to an examiner<br>Set text | Scripted performance extract 3 to an examiner<br>Reflective report extract 1, 2, 3<br>Devised performance and notebook final submission. | 4x Teacher Verbal Feedback<br>6 x Teacher Written Feedback  | Apply feedback to final performances and written work.                                   | N<br>Y<br>Y  | <b>LENT</b>       |
| Revision for exam   | OCG essay<br>Hedda essay<br>Live Pro essay   | 3 x Teacher Written Feedback                                | Apply feedback to final written exam.  | Y            | <b>TRINITY</b>    |