

DRAMA DEPARTMENT

Marking and Feedback



Drama at KS3 is practical, performance-based work.

There are formative teacher assessment, peer assessment and self assessment opportunities during the development and rehearsal phase of a project. These are based upon the rubrics below. These are used in the summative teacher assessment of the final performance at the end of the project.

Performance Target	I couldn't really see this ☹️	You did this sometimes 😊	You did this well & consistently 😄
Awareness of audience (speaking clearly, facing audience)			
Script – knew lines			
Characterisation (used posture, mvmt, voice, gesture, face)			
Commitment to group (clearly knew what to do & background/ reaction acting)			

Scripted Acting	Couldn't see 1	Sometimes 2	Consistently 3
Awareness of audience 25%	Audience couldn't see or hear clearly	Audience could mostly see and hear	Audience could see and hear clearly
Script (know lines off by heart) 25%	Few lines known, script being used	Some lines known off by heart, understanding of events	Script learnt off by heart
Characterisation 25%	Basic & limited range of vocal & physical skills used	Appropriate range of physical & vocal skills used	Wide and effective range of physical & vocal skills used
Understanding of style & genre (play within the play, action for comedic effect) 25%	Limited collaboration evident with lack of confidence and focus	Emerging confidence with clear intent. Responding to others.	Clear rapport with other group members, confident and focused

The pupils are given verbal feedback based on the rubric criteria. A copy of the rubrics can be stuck in the pupil planner so that the pupil can track their own progress over a scheme of learning by highlighting the area they are achieving in a different colour for different stages of the project.

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Script – knew lines			
Characterisation (used posture, <u>mvmt</u> , voice, gesture, face)			
Commitment to group (clearly knew what to do & background/ reaction acting)			

Peer assessment feedback stage – pupil can identify that learning their lines will improve their performance

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Commitment to group (clearly knew what to do & background/ reaction acting)			

Self assessment/ formative teacher feedback stage – pupils use the same rubric, but use a different colour to track their progress at a later stage in the development process.

The final performance is marked by the teacher so comparison can be made between the assessment of the work in progress & the final performance.

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Example of completed teacher assessment rubrics

The code of T is used to set the pupil a target for improving next time. This code is used across the school as the code for 'target' as per the school making and feedback policy.

EXAMPLE



Level	Mark	Descriptor (AO2) Apply theatrical skills to realise artistic intentions in live performance (performers)
	0	No rewardable material or performances below the regulatory minimum time
Level 1	1-2	<ul style="list-style-type: none"> Characterisation demonstrates basic understanding of the role and its context within the performance. Characterisation is uneven and lacks clarity, with obvious lapses in focus and confidence. Limited rapport and communication with audience/other performers.
Level 2	3-4	<ul style="list-style-type: none"> Characterisation demonstrates a sound understanding of the role and its context within the performance. Characterisation is generally consistent and sound, demonstrating adequate focus and confidence. Sound rapport and communication with audience/other performers.
Level 3	5-6	<ul style="list-style-type: none"> Characterisation demonstrates a secure understanding of the role and its context within the performance. Characterisation is consistent and secure, demonstrating effective focus and confidence. Effective rapport and communication with audience/other performers.
Level 4	7-8	<ul style="list-style-type: none"> Characterisation demonstrates a comprehensive understanding of the role and its context within the performance. Characterisation is accomplished, skilful and highly engaging, demonstrating comprehensive and assured focus, confidence and commitment. Assured rapport and communication with audience/other performers.

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>

GCSE Comp 2	Sustained and effective 3	Appropriate and consistent 2	Limited or inconsistent 1
Awareness of audience 25%	Individual performance is refined, articulate and dynamic, creating significant impact with ability to drive the piece, showing accomplished energy and ease.	Individual performance is generally developed and has clear impact, showing emerging energy and ease.	Individual performance is undeveloped and has limited impact, lacking energy and ease.
Physical and vocal skills Physical: gesture, facial expression, stillness, stance, contact, use of space and spatial relationships Vocal: clarity, pace, 25%	Physical and vocal skills are assured, engaging and dynamic throughout. Comprehensive variation and range of physical and vocal skills used.	Physical and vocal skills are sound, generally appropriate and consistent. A good range of physical and vocal skills used.	Physical and vocal skills are limited. Basic range of physical and vocal skills used.
Characterisation 25%	Characterisation demonstrates a comprehensive understanding of the role and its context within the performance. Characterisation is accomplished, skilful	Characterisation is generally consistent and sound, demonstrating adequate focus and confidence.	Characterisation is uneven and lacks clarity, with obvious lapses in focus and confidence
Commitment, intent and focus 25%	Comprehensive and assured focus, confidence and commitment. Assured rapport and communication with audience/other performers	Sound rapport and communication with audience/other performers.	Limited rapport and communication with audience/other performers.

GCSE pupils are given an exercise book to collate their practise answers for Component 3 (The written exam). These are marked using the whole school marking codes.

Marking codes:

- SP.** Spelling error
- C.** Capital letter
- P.** Missing punctuation
- Gr.** Grammatical error
- //** New paragraph
- SC.** Issue with sentence control
- ?** Unclear expression
- Excellent idea.
- T.** Target for the future
- A.** An action to complete

Ensuring Pupil Progress

Staff can ensure pupil progress by:

- Circulating the studio to monitor engagement, the quality of learning outcomes & provide Verbal feedback during the development & rehearsal process
- Using Success Criteria rubrics for Peer/Self & Teacher Feedback
- Linking Success Criteria to Grades
- Intervene with one to one direction where a problem or poor practice is observed
- Making lesson time available for DIRT for pupils to respond to teach. Self and peer formative assessment feedback
- Revisiting success criteria checklists with pupils during DIRT.
- Modelling successful outcomes through high quality media clips and live theatre performances

Modelling exam answers through use of exam board exemplar material