

Below is your student report from Doodle. It shows the skills you have been learning so far. You can improve your results by using Doodle to revise. Login to your Doodle account and select the Drama section. Click Browse near the top of the screen and select your topics from the menu on the left!

Red		
Green		

3.1 Understanding drama: Subject knowledge and understanding

K1	I can demonstrate a limited understanding of the characteristics of performance text(s) and dramatic work(s), e.g. genre, structure, character, form, style, language, sub-text		
K2	I can demonstrate some understanding of the characteristics of performance text(s) and dramatic work(s), e.g. genre, structure, character, form, style, language, sub-text		
K3	I can demonstrate a clear understanding of the characteristics of performance text(s) and dramatic work(s), e.g. genre, structure, character, form, style, language, sub-text		
K4	I can demonstrate a thorough understanding of the characteristics of performance text(s) and dramatic work(s), e.g. genre, structure, character, form, style, language, sub-text		
K5	I can demonstrate a limited understanding of the social, cultural and historical context in which the performance texts studied are set.		
K6	I can demonstrate some understanding of the social, cultural and historical context in which the performance texts studied are set.		
K7	I can demonstrate a clear understanding of the social, cultural and historical context in which the performance texts studied are set.		
K8	I can demonstrate a thorough understanding of the social, cultural and historical context in which the performance texts studied are set.		
K9	I can demonstrate a limited understanding of the theatrical conventions of the periods in which the performance texts studied were created.		
K10	I can demonstrate some understanding of the theatrical conventions of the periods in which the performance texts studied were created.		
K11	I can demonstrate a clear understanding of the theatrical conventions of the periods in which the performance texts studied were created.		
K12	I can demonstrate a thorough understanding of the theatrical conventions of the periods in which the performance texts studied were created.		
K13	I can demonstrate a limited understanding of performance conventions.		
K14	I can demonstrate some understanding of performance conventions.		
K15	I can demonstrate a clear understanding of performance conventions.		
K16	I can demonstrate a thorough understanding of performance conventions.		
K17	I can demonstrate a limited understanding of how performance space and spatial relationships are used on stage.		
K18	I can demonstrate some understanding of how performance space and spatial relationships are used on stage.		
K19	I can demonstrate a clear understanding of how performance space and spatial relationships are used on stage.		
K20	I can demonstrate a thorough understanding of how performance space and spatial relationships are used on stage.		
K21	I can demonstrate a limited understanding of actor and audience configuration.		
K22	I can demonstrate some understanding of actor and audience configuration.		
K23	I can demonstrate a clear understanding of actor and audience configuration.		

K24	I can demonstrate a thorough understanding of actor and audience configuration.		
K25	I can demonstrate a limited understanding of the relationships between performers and audience.		
K26	I can demonstrate some understanding of the relationships between performers and audience.		
K27	I can demonstrate a clear understanding of the relationships between performers and audience.		
K28	I can demonstrate a thorough understanding of the relationships between performers and audience.		
K29	I can demonstrate a limited understanding of design fundamentals such as scale, shape, colour, and texture.		
K30	I can demonstrate some understanding of design fundamentals such as scale, shape, colour, and texture.		
K31	I can demonstrate a clear understanding of design fundamentals such as scale, shape, colour, and texture.		
K32	I can demonstrate a thorough understanding of design fundamentals such as scale, shape, colour, and texture.		
K33	I can demonstrate a limited understanding of how props and sets (e.g. revolves, tucks, projection, multimedia, pyrotechnics, smoke machines, flying) are designed.		
K34	I can demonstrate some understanding of how props and sets (e.g. revolves, tucks, projection, multimedia, pyrotechnics, smoke machines, flying) are designed.		
K35	I can demonstrate a clear understanding of how props and sets (e.g. revolves, tucks, projection, multimedia, pyrotechnics, smoke machines, flying) are designed.		
K36	I can demonstrate a thorough understanding of how props and sets (e.g. revolves, tucks, projection, multimedia, pyrotechnics, smoke machines, flying) are designed.		
K37	I can demonstrate a limited understanding of how costume (including hair and make-up) is designed.		
K38	I can demonstrate some understanding of how costume (including hair and make-up) is designed.		
K39	I can demonstrate a clear understanding of how costume (including hair and make-up) is designed.		
K40	I can demonstrate a thorough understanding of how costume (including hair and make-up) is designed.		
K41	I can demonstrate a limited understanding of how lighting is used, such as direction, colour, intensity, special effects.		
K42	I can demonstrate some understanding of how lighting is used, such as direction, colour, intensity, special effects.		
K43	I can demonstrate a clear understanding of how lighting is used, such as direction, colour, intensity, special effects.		
K44	I can demonstrate a thorough understanding of how lighting is used, such as direction, colour, intensity, special effects.		
K45	I can demonstrate a limited understanding of how sound is used, such as direction, amplification, music, sound effects (live and recorded).		

3.1 Understanding drama: 3.1.4 Area of study 1 -- Set play

S1	I can demonstrate a limited understanding of the characteristics and context of one set play (The Crucible, Blood Brothers, The 39 Steps, Hansel and Gretel, Noughts and		
S2	I can demonstrate some understanding of the characteristics and context of one set play (The Crucible, Blood Brothers, The 39 Steps, Hansel and Gretel, Noughts and		
S3	I can demonstrate a clear understanding of the characteristics and context of one set play (The Crucible, Blood Brothers, The 39 Steps, Hansel and Gretel, Noughts and		
S4	I can demonstrate a thorough understanding of the characteristics and context of one set play (The Crucible, Blood Brothers, The 39 Steps, Hansel and Gretel, Noughts		
S5	I can attempt to explore ideas for how the play might be interpreted practically.		
S6	I can explore some simple ideas for how the play might be interpreted practically.		
S7	I can explore ideas for how the play might be interpreted practically.		

3.1 Understanding drama:

S8	I can explore a wide range of ideas for how the play might be interpreted practically.		
----	--	--	--

L1	I can demonstrate a limited understanding of how the production of a play has been interpreted and what messages are being communicated.		
L2	I can demonstrate some understanding of how the production of a play has been interpreted and what messages are being communicated.		
L3	I can demonstrate a clear understanding of how the production of a play has been interpreted and what messages are being communicated.		
L4	I can demonstrate a thorough understanding of how the production of a play has been interpreted and what messages are being communicated.		
L5	I can attempt to assess the performers' skills and consider how successfully meaning was communicated to the audience through the performers.		
L6	I can assess some of the performers' skills and consider how successfully meaning was communicated to the audience through the performers.		
L7	I can confidently assess some of the performers' skills and consider how successfully meaning was communicated to the audience through the performers.		
L8	I can confidently assess and evaluate the performers' skills and consider how successfully meaning was communicated to the audience through the performers.		
L9	I can attempt to assess the design skills demonstrated in the production and consider how successfully meaning was communicated to the audience through design.		
L10	I can assess some of the design skills demonstrated in the production and consider how successfully meaning was communicated to the audience through design.		
L11	I can confidently assess some of the design skills demonstrated in the production and consider how successfully meaning was communicated to the audience through design.		
L12	I can confidently assess and evaluate the design skills demonstrated in the production and consider how successfully meaning was communicated to the audience through design.		
L13	I can carry out a limited background research on my chosen production to develop a basic understanding of: plot and characters; specific features or hallmarks of the production		
L14	I can carry out some relevant background research on my chosen production to develop an adequate understanding of: plot and characters; specific features or hallmarks of the production		
L15	I can carry out background research on my chosen production to develop a clear understanding of: plot and characters; specific features or hallmarks of the style/genre		
L16	I can carry out detailed background research on my chosen production to develop an informed understanding of: plot and characters; specific features or hallmarks of the production		

3.2 Devising drama: 3.2.1 Creating devised drama (Devising log)

D1	In section 1, I can give a limited explanation of the skills used to create and develop ideas that is largely under-developed and lacks clarity and depth.		
D2	In section 2, I can give a limited explanation of the skills used to create and develop ideas that is lacking clarity and depth and shows little evidence of development and		
D3	In section 3, I can demonstrate a mostly descriptive response that lacks examples and shows largely undeveloped skills in assessing the merit of different theatrical skills		
D4	In section 1, I can give a reasonable explanation of the skills used to create and develop ideas that is largely clear and shows some creativity, but some points are not		
D5	In section 2, I can give a reasonable explanation of the skills used to create and develop ideas that uses few precise details and shows some evidence of meaningful		
D6	In section 3, I can give a reasonable response that makes some sound points but is still largely descriptive, and demonstrate some developing skill in assessing the merit of		
D7	In section 1, I can give a good explanation of the skills used to create and develop ideas, showing creativity and engagement and making a number of points clearly and		
D8	In section 2, I can give a good explanation of the skills used to create and develop ideas, providing precise details, sound evidence and showing how skills have been		
D9	In section 3, I can demonstrate good analysis and evaluation that explores points with a number of examples and demonstrates secure skill in assessing the merit of		
D10	In section 1, I can give an excellent explanation of the skills used to create and develop ideas (evidence of a highly developed and highly creative response);		
D11	In section 2, I can give an excellent explanation of the skills used to create and develop ideas, using a number of precise details and strong evidence of considerable		

D12 In section 3, I can demonstrate excellent analysis and evaluation that explores points with a number of examples and demonstrates highly competent skill in assessing

			P1 I can show basic competency and consistency in the use of theatrical skill.
			P2 I can demonstrate a narrow range of theatrical skills.
			P3 I can make a small contribution to the effectiveness of the piece.
			P4 I can show some inventiveness in my performance, but it is limited.
			P5 I can show an awareness of realising individual artistic intention.
			P6 I can show some developing competency in use of theatrical skill, but not always sustained.
			P7 I can show a fair range of theatrical skills.
			P8 I can show some meaningful contributions to the effectiveness of the piece.
			P9 I can make some useful inventive ideas.
			P10 I can show some success in realising individual artistic intention.
			P11 I can show a developed, secure and consistent use of theatrical skill.
			P12 I can show a wide range of theatrical skills.
			P13 I can make a considerable contribution to the effectiveness of the piece.
			P14 I can show many inventive qualities or moments in my work.
			P15 I can show secure success in realising individual artistic intention.
			P16 I can show highly competent, highly developed and sustained use of theatrical skill.
			P17 I can show an extensive range of theatrical skills.
			P18 I can make an outstanding contribution to the effectiveness of the piece.
			P19 I can show highly inventive qualities throughout my work.
			P20 I can show a highly successful realisation of artistic intention.

3.3 Texts in practice: Performer

			T1 I can learn how to commit dialogue to memory for performance.
			T2 I can interpret and perform a character as appropriate to the demands of the performance.
			T3 I can show some range of vocal skills and techniques, e.g. clarity of diction, inflection, accent, intonation and phrasing, pace, pause and timing, projection, pitch,
			T4 I can show some range of physical skills and techniques.
			T5 I can show a developed range of vocal skills and techniques, e.g. clarity of diction, inflection, accent, intonation and phrasing, pace, pause and timing, projection, pitch,
			T6 I can show a developed range of physical skills and techniques.
			T7 I can develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance.

Teacher Comment:

Student Reflection:

Date:

T8 I can adopt the latest safe working practices.

