

SCHEME OF ASSESSMENT – DRAMA – YEAR 7

Common Assessment Title and assessment method	Completed by	Matrix Reference	Teacher feedback method / Student response method	Standardisation / Moderation
<p><u>Creating Drama</u></p> <p>BASELINE ASSESSMENT: In groups students will organise and perform simple devised performances from a stimulus set by the teacher.</p> <p>KNOWLEDGE AND UNDERSTANDING: Students will complete a quiz and a spelling test on the key words and definitions from this unit.</p>	<p><u>Autumn 1</u></p> <p>Week 6/7</p> <p>Week 6/7</p>	<p>AO2: Performing</p> <p>AO4: Knowledge & Understanding</p>	<p><u>Formative feedback</u> Live verbal feedback to students Peer-assessment Improved performance</p> <p><u>Summative feedback</u> Scores from quiz What do I need to revise?</p>	
<p><u>Masked Theatre</u></p> <p>WORK IN PROGRESS: On-going assessment of group work and creativity during workshop lessons will be provided by the teacher.</p> <p>PERFORMANCE: Students will evaluate the success of a performance of a piece of masked theatre that has been developed through workshops.</p>	<p><u>Autumn 2</u></p> <p>Week 3/4</p> <p>Week 5/6</p>	<p>AO1: Creating</p> <p>AO3: Evaluating</p>	<p><u>Formative feedback</u> Live verbal feedback to students Self-assessment</p> <p><u>Summative feedback</u> Matrix level awarded on Showbie with teacher comment CREATING Students identify required improvements to make further progress in the next unit of work</p>	

<p><u>Revolting Rhymes</u></p> <p>WORK IN PROGRESS: On-going assessment of group work and creativity during workshop lessons will be provided by the teacher.</p> <p>KNOWLEDGE & UNDERSTANDING: Students will complete a quiz and a spelling test on the key words and definitions from the workshops for this unit. They will then be able to put this knowledge into practice when they begin devising their performances.</p> <p>PERFORMANCE/EVALUATION: Students will perform their own version of a classic fairy story in the style of Roald Dahl's Revolting Rhymes. This will be evaluated by students.</p>	<p><u>Spring 1</u></p> <p>Week 3/4</p> <p>Week 5/6</p> <p><u>Spring 2</u> Week 5/6</p>	<p>AO1: Creating</p> <p>AO4: Knowledge & Understanding</p> <p>AO2: Performing AO3: Evaluating</p>	<p>Formative feedback Live verbal feedback to students Self-assessment</p> <p>Summative Feedback Scores from quiz What do I need to revise?</p> <p>Matrix level for performing awarded on Showbie with teacher comment PERFORMING Peer-assessment Students identify required improvements to make further progress in the next unit of work</p>	
<p><u>Superheroes</u></p> <p>LIVE THEATRE EVALUATION: Watch a piece of live theatre and provide an analysis and evaluation of the use of performance and production skills.</p> <p>DESIGN SKILLS PRESENTATION: Students to present back costume and set design tasks completed for original Superhero character. This will be evaluated.</p> <p>KNOWLEDGE & UNDERSTANDING:</p>	<p><u>Summer 1</u> Week 3/4</p> <p>Week 6/7</p> <p><u>Summer 2</u> Week 3/4</p>	<p>AO3: Evaluating</p> <p>AO1: Creating AO2: Performing (design)</p> <p>AO4: Knowledge & Understanding</p>	<p>Summative Feedback Peer-assessment Self-assessment</p> <p>Summative feedback Matrix level for performing awarded on Showbie with teacher comment EVALUATING Students identify required improvements to make further progress in the next unit of work</p>	

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