

Performing Arts Faculty: Year 9 Drama

Shakespeare	Knowledge, Skills, Understanding
<p>Higher</p>	<p>Performing:</p> <ul style="list-style-type: none"> • Able to use an impressive range of vocal and physical skills to create a character from a Shakespeare play. • Interpret Shakespeare's language to perform a thoughtful and convincing role creatively and with meaning. • Demonstrate understanding of plot and character through creation of convincing and appropriate relationships on stage. • Able to show a very clear awareness of audience through staging and proxemics and demonstrate a perceptive and analytical awareness of preferred audience response. • Can use, with confidence, a range of performance techniques such as monologue, soliloquy, aside, prose and blank verse speaking. <p>Creating:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of Shakespeare and the play by selecting the appropriate vocal and physical techniques to create a character • Can use realistic and/or symbolic staging to create fight scenes, a range of locations and technical elements where appropriate • Can use, with confidence, some rehearsal techniques such as on and off text improvisation, objectives, given circumstances, emotion memory • Can offer a considered modern or alternative interpretation of character and plot • Is able to work effectively and sensitively with others in a group <p>Evaluation:</p> <ul style="list-style-type: none"> • Can make connections between content and impact on the audience, using detailed examples from performance. • Can make constructive suggestions for improvement, giving reasons for their preferences. • Can use correct terminology consistently e.g. soliloquy, monologue, blank verse, aside, iambic pentameter
<p>Intermediate</p>	<p>Performing:</p> <ul style="list-style-type: none"> • Able to use a clear and effective range of vocal and physical skills to create a character from a Shakespeare play • Interpret Shakespeare's language to perform a detailed role with some creativity and meaning. • Demonstrate understanding of plot and character through creation of some convincing and appropriate relationships on stage. • Able to show a clear awareness of audience through staging and proxemics and can demonstrate an understanding and awareness of preferred audience response. • Can use a range of performance techniques such as monologue, soliloquy, aside, prose and blank verse speaking. <p>Creating:</p> <ul style="list-style-type: none"> • Demonstrate some knowledge and understanding of Shakespeare by using some appropriate physical and vocal techniques to create a character. • Can use some realistic and/or symbolic staging to create fight scenes, a range of locations and technical elements where appropriate • Can use some rehearsal techniques such as on and off text improvisation, objectives, given circumstances, emotion memory • Can offer a modern or alternative interpretation of character and plot • Is usually able to work effectively and sensitively with others in a group work <p>Evaluation:</p> <ul style="list-style-type: none"> • Can make some connections between content and impact on the audience, using examples from performance when prompted. • Can make some constructive suggestions for improvement, occasionally giving reasons for their preferences. • Can sometimes use correct terminology with confidence e.g. soliloquy, monologue, blank verse, aside, iambic pentameter
<p>Foundation</p>	<p>Performing:</p> <ul style="list-style-type: none"> • Able to use some vocal and physical skills to create an appropriate character from a Shakespeare play • Can interpret Shakespeare's language sufficiently to perform an appropriate character with some sense of plot • Demonstrate understanding of plot and character through creation of appropriate relationships on stage • Able to show some awareness of audience through staging and can demonstrate some awareness of preferred audience response. • Can attempt some performance techniques such as monologue, soliloquy, aside, prose and blank verse speaking. <p>Creating:</p> <ul style="list-style-type: none"> • Demonstrate a limited knowledge and understanding of Shakespeare by using a few appropriate physical and vocal techniques to create a character • Can use some realistic and/or symbolic staging techniques to create one or more scenes or locations and using basic technical elements where appropriate • Can attempt some rehearsal techniques such as on and off text improvisation, objectives, given circumstances, emotion memory • Can attempt to offer a modern or alternative interpretation of character and plot • Is able to work with others in a group, making some contribution <p>Evaluation:</p> <ul style="list-style-type: none"> • Can make some basic connections between content and impact on the audience, using examples from performance when prompted • Can identify strengths and weaknesses in their own and others' performance. • Can use some terminology e.g. soliloquy, blank verse, aside