



# Assessment Timetable

Year	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
7			R		R		C		S/L	L	C/R
8		L			S/C		R	S			L/C/R
9			C		L		R		L	S/C	L
10	C			R	S			S/R/C		U1/2M	U3M
11			U1		U2			U3			
IB12	1			2		3		4		5	6
IB13			1	2		3	4				
Bt12	1			2		3		4		5	6
Bt13			1	2		3	4		5		

R: Reflection

L: Dramatic Literacy

S: Dramatic Synthesis

C: Collaboration

U1/2/3: GCSE Unit numbers (M denotes mock)

Yr 12/13 Assessment schedule for post-16 Theatre courses that will be assessed against IB & Edexcel BTEC criteria

# Assessment Events 7



Year	7	Term	1
Unit & Description	The Hero of your Story		
Introduced to Ensemble values, Role and Narrative. Using Joseph Campbell's concepts of the Hero's Epic students deconstruct and create a 'journey' narrative through process drama techniques.			
Learning Focus	Narrative theory: Ensemble; Critical Thinking:		
Assessment Type	Skill Area/Criteria	Evidence	Time
1. Students will reflect orally on their own work and the work of their peers	Reflection (On skills, process & experience general as Theatre Drama vocabulary is introduced and applied)	Oral class contribution to whole class discussion and during collaboration	Sep – Oct <i>late Oct</i>
2. Students will reflect in a written form on their own work and the work of their peers	Reflection (On skills, process & experience general as Theatre Drama vocabulary is introduced and applied)	Written forums referencing video of performance	Nov – Dec <i>mid-Dec</i>

# Assessment Events 7



Year	7	Term	2
Unit & Description	Chorus of Zuess		
Greek Chorus techniques are developed and applied to Dr Zuess text. Rehearsal techniques are introduced as a Whole class lunchtime performance of 'The Lorax' is created.			
Learning Focus	Dispositions of Collaboration; Phase of Dramatic Synthesis; Chorus Techniques; Devising & Adaption skills; Use of non-theatrical text		
Assessment Type	Skill Area/Criteria	Evidence	Time
1. Peers evaluate the strengths and weakness of each other as collaborators using the <i>dispositions of collaboration</i> as scaffolding	Collaboration	Peer profiles moderated by staff and responded to by student. Digital portfolio	Jan - Feb <i>late Feb</i>
2. Students identify the skills they have learnt in the early part of the term and how they applied them during the devising process	Dramatic Literacy (Chorus Theatre)	Written forums referencing video of performance	March – April <i>2/3 weeks prior to end of T2</i>
3. Teachers assessed Teacher/Student dialogue	Dramatic Synthesis (Adaptation of text)	Observed devising process Written forums referencing video of performance	March – April <i>2/3 weeks prior to end of T2</i>

# Assessment Events 7



Year	7	Term	3
Unit & Description	Clowning and Physical Comedy		
Clowning, Slapstick and Stage Combat principles are introduced and explored. Students then in 2/3 create a 'Silent' and 'Fixed' performance; as per 1920s B&W silent era; work is video			
Learning Focus	Physical Comedy (Slapstick) and Clowning skills; Scenario based devising;		
Assessment Type	Skill Area/Criteria	Evidence	Time
1. Students identify the skills they have learnt and that are used to create a	Dramatic Literacy (Physical Comedy)	Written forums responding to 'Silent era' and 'Mr Bean' videos	May <i>late May</i>
2 Peers evaluate the strengths and weakness of each other as collaborators using the <i>dispositions of collaboration</i> as scaffolding at the completion of devising/performance process	Collaboration (ref targets set in Term 2)	Peer profiles moderated by staff and responded to by student. Digital portfolio	May – June <i>2/3 weeks prior to end of T2</i>
3. Teacher assessed Teacher/Student dialogue	Reflection	Oral class contribution Written reflection on forums Peer assessments	May – June <i>2/3 weeks prior to end of T2</i>

# Assessment Events 8



Year	8	Term	1
Unit & Description	Ritual as Performance & Tal Nori		
Introduction to Ritual and ritualized performance. Exploration and development of Tal Nori (Korean Mask) performance as a style of theatre of protest.			
Focus	Theatre's origins in Ritual; Mask performance skills; Symbolism; Theatre as protest; Scenario based devising		
Assessment Type	Skill Area/Criteria	Evidence	Time
1. Teacher Assessed	Dramatic Literacy (Ritualistic performance, Mask & Tal Nori specifically)	Using Tal Nori formula PowerPoint is developed outlining scenario of performance to be developed	Sep <i>end Sep</i>
2. Teachers/self assessed Teacher/Student dialogue	Dramatic Synthesis (Tal Nori Scenario/Mask & Mask skills general applied to contemporary power relationship)	Observed devising process Written forums referencing devising and video of final performance	Oct – Dec <i>late Dec</i>
3. Peers evaluate the each other as collaborators using the <i>dispositions of collaboration</i> as scaffolding at the completion of devising/performance process	Collaboration (ref targets set in Yr 7 Term 3)	Peer profiles moderated by staff and responded to by student. Digital portfolio	Oct – Dec <i>late Dec</i>

# Assessment Events 8



Year	8	Term	2
Unit & Description	Witches & The Island		
Exploration of contemporary Witches in Nigeria, Africa and the 3 <sup>rd</sup> World using process drama techniques. Exploration of 'The Island' (Fugard) opening scene.			
Focus	Process/Issue based Drama; Naturalism; Use of Theatre Text		
Assessment Type	Skill Area/Criteria	Evidence	Time
1. Teacher assessed Teacher/Student dialogue	Reflection (How Drama techniques developed understanding and empathy)	Oral class contribution Written reflection on forums Peer assessments	Jan – Feb <i>mid Feb</i>
2. Peer/self Assessed Teacher/Student dialogue	Dramatic Synthesis (Use of paradox, juxtaposition to communicate issue)	Observed devising process Written forums referencing peer assessment of video of performance	Feb – March <i>end March</i>  <i>Note following work with text will not be assessed</i>

# Assessment Events 8



Year	8	Term	2
Unit & Description	Introduce Ann Bogart's View Points as a means of composing physical theatre. Create a small group performance using VPview Points		
Introduce Ann Bogart's View Points as a means of composing physical theatre. Create a small group performance using VP			
Focus	Physical Theatre; Group Devised performance		
Assessment Type	Skill Area/Criteria	Evidence	Time
1. Teacher/self Assessed	Dramatic Literacy (Acquisition & application of Viewpoints Devising techniques)	Observed Class work & devising process. Written forums referencing video of performance	May – June <i>1/2 weeks prior to end of T2</i>
2 Peers evaluate the strengths and weakness of each other as collaborators using the <i>dispositions of collaboration</i> as scaffolding at the completion of devising/performance process	Collaboration (ref targets set in Term 1)	Peer profiles moderated by staff and responded to by student. Digital portfolio	May – June <i>1/2 weeks prior to end of T2</i>
3. Teacher Assessed	Reflection	Oral class contribution Written reflection on forums Peer & self assessments	May – June <i>1/2 weeks prior to end of T2</i>

# Assessment Events 9



Year	9	Term	1
Unit & Description	Designer Gangs		
Workings in half-class group students create physical theatre based on the idea of 2 gangs. After viewing versions of Act I: Romeo & Juliet students take up production roles Designer, Director or Technicians and prepare a 'Production Pitch' with computer models			
Focus	Theatre production roles; Symbolism of design elements; Interpretation of Classic theatre text		
Assessment Type	Skill Area/Criteria	Evidence	Time
1. Peers evaluate the strengths and weakness of each other as collaborators using the <i>dispositions of collaboration</i> as scaffolding at the completion of devising/performance process	Collaboration (ref targets set in Term 1)	Peer profiles moderated by staff and responded to by student. Digital portfolio	Sep - Oct <i>mid -Oct</i>
2. Teacher Assessed	Dramatic Literacy (Role of Director & Designer)	Performance concept presentation	Oct – Dec <i>early - Dec</i>

# Assessment Events 9



Year	9	Term	2
Unit & Description	Guns, Drugs & Human Traffic		
Explore the issue of the trafficking of arms, drugs and humans around the world through process drama techniques. Introduction of Brechtian techniques and apply techniques in a devising process to create a piece of political theatre, based on the 'content' explored during the process period of the scheme.			
Focus	Political theatre; Whole Theatre;		
Assessment Type	Skill Area/Criteria	Evidence	Time
1. Teacher/self assessed Teacher/Student dialogue	Reflection (How Drama techniques developed understanding and empathy)	Oral class contribution Written reflection on forums Peer assessments	Jan – Feb <i>late-Feb</i>
2. Teacher/self Assessed	Dramatic Literacy (Acquisitions of Brechtian approaches & techniques to theatre)	Observed Class work & devising process. Written forums referencing video of performance	Feb – April <i>late-April</i>
3. Teacher assessed	Dramatic Synthesis (Application of Brechtian techniques to create small group production)	Devising process. Written forums referencing video of performance	Feb – May <i>early-May</i>
4. Peer/self assessed	Collaboration	Peer profiles moderated by staff and responded to by student. Digital portfolio	Feb – May <i>early-May</i>

# Assessment Events 9



Year	9	Term	3
Unit & Description	Impro & Presentation Skills		
Using the work of Keith Johnston students develop their spontaneous improvisational skills. They then use them to play impro games similar to 'Who's line is it anyway'			
Focus			
Assessment Type	Skill Area/Criteria	Evidence	Time
1. Teacher Assessed	Dramatic Literacy (Spontaneity Skills)	Observed Class work & devising process. Oral presentation	May – June <i>early-June</i>

# Assessment Events GCSE



Unit & Description	Drama GCSE (Edexcel)		
<p>The course is a 5-term course with 3 major final assessment events. 2 events (60% over all grade) are internally assessed and an externally assessed exam performance (40%). While we subscribe to the board's criteria it is vital to recognize that GCSE studies transitions between the KS3 experience of Drama and the demands of post-16 Theatre and Performance studies and its assessment and curriculum reflect this.</p>			
Year 10 Term 1			
Assessment Type	Skill Area/Criteria	Evidence	Time
1. Self Assessment	Collaboration (ref Yr 9 targets)	Baseline audit of skills as a collaborator	Aug Yr 1 <i>end-Aug</i>
2. Teacher Assessed	Reflection (Use of Drama specific language and critical approach)	Whole class discussion Collaboration dialogue Online forums Collaboration assessment	Aug – Oct Yr 1 <i>end-Oct</i>
3. Teachers/Self Assessed	Dramatic Synthesis & Literacy	Devising work over Term 1 of the course	Aug – Dec Yr 1 <i>mid-Dec</i>
Year 10 Term 2			
Assessment Type	Skill Area/Criteria	Evidence	Time
4. Teacher/Self assessed	Reflection	Whole class discussion Collaboration dialogue Online forums Collaboration assessment	Aug – Mar Yr 1 <i>end – T2</i>

# Assessment Events GCSE



	Collaboration	Peer profiles moderated by staff and responded to by student. Digital portfolio	Aug – Mar Yr 1 <i>end –T2</i>
6. Teacher/Self assessed	Dramatic Synthesis & Literacy	Devising work over Term 1/2 of the course	Aug – Mar Yr 1 <i>end –T2</i>
7. Unit 1 & 2 Mock	Edexcel GCSE Criteria	In class response to dramatic text and stimuli Written Course work	Mar – Apr Yr 1 <i>mid-Apr</i>
Year 10 Term 3			
Assessment Type	Skill Area/Criteria	Evidence	Time
8. Unit 3 Mock	Edexcel GCSE Criteria	Devised performance	Apr – June Yr 1 <i>mid-Jun</i>
Year 11 Term 1			
9. Unit 1	Edexcel GCSE Criteria	In class response to dramatic text and stimuli Written Course work	Sep – Oct Yr 2 <i>end-Oct</i>
10, Unit 2	Edexcel GCSE Criteria	In class response to dramatic text and stimuli Written Course work	Oct – Dec Yr 2 <i>end-Dec</i>

# Assessment Events GCSE



Year 11 Term 2

Assessment Type	Skill Area/Criteria	Evidence	Time
11. Unit 3	Edexcel GCSE Criteria	Devised performance	Jan – Mar Yr 2 <i>mid-Mar</i>



# Assessment Events IB/BTEC

All IB Theatre Arts & BTEC Performing Arts assessments will be based on criterion established by the respective courses. IB assessment will be giving indicative assessments until the final assessment tasks are submitted in term 5 of the IB. Significantly different to this is that each end of Unit assessment for BTEC will be actual and aggregating towards students final grade in the course.

Year 12				
Course	IB Theatre Arts		BTEC Performing Arts	
Time	Task	Criteria	Task	Criteria
1. Aug - end	Self Assessed Skills Audit	Collaboration Dramatic Synthesis Dramatic Literacy Reflection	Self Assessed Skills Audit	Collaboration Dramatic Synthesis Dramatic Literacy Reflection
2. Nov - end	Progress based on class work and workshop	IB Criteria Dpt. Criteria for self assessment section	Progress based on class work and workshop	BTEC Criteria Dpt. Criteria for self assessment section
3. Jan - end	Progress based on Presentation and portfolio	IB Criteria	Final grade on Unit 19 Folder	BTEC Criteria
4. March - start	Progress based on class work and Children Theatre Directorial 'Pitch'	IB Criteria Dpt. Criteria for self assessment section	Progress based on class work and Children Theatre Directorial 'Pitch'	BTEC Criteria Dpt. Criteria for self assessment section
5. May - Start	Progress based on Presentation and portfolio	IB Criteria	Final grade on Unit 11 Folder	BTEC Criteria



# Assessment Events IB/BTEC

6.June - end	Progress based on development of director's concept for personal production and summative comments for Yr 12	IB Criteria Dpt. Criteria for self assessment section	Progress based on development of director's concept for personal production and summative comments for Yr 12	BTEC Criteria Dpt. Criteria for self assessment section
Year 13				
Course	IB Theatre Arts		BTEC Performing Arts	
Time	Task	Criteria	Task	Criteria
1. Oct - start	Progress based on final Directed performance and supporting written material	IB Criteria	Final Grade on Unit 26 Folder	BTEC Criteria
2. Nov - end	Progress based on RI Draft and class work	IB Criteria Dpt. Criteria for self assessment section	Progress based on class work and development of physical theatre skills	BTEC Criteria Dpt. Criteria for self assessment section
3. Jan - start	Progress based on RI final and development of IPP	IB Criteria	Final Grade on Unit 33 Folder	BTEC Criteria
4. Feb - late	Progress based on preparation of final assessment for IB course	IB Criteria	Progress based on preparation and rehearsal for final performance	BTEC Criteria Dpt. Criteria for self assessment section
5. April - start			Final Grade on Unit 7 Folder	BTEC Criteria