

## Knowledge & Skills: The Curious Incident of the Dog in the Night-Time: Year 9

Knowledge ----- Capacity to perform = skills empowered by knowledge

	KNOWLEDGE (Students are able to):	SKILLS (Students are able to):	REFLECTION / NEXT STEPS
EXCELLENT	<p>Thorough understanding of the ensemble style, genre, stylised theatrical conventions of Frantic Assembly, time and setting of play</p> <p>Understanding is expressed using precise detail in written and verbal responses showing interpretations of extracts which are very appropriate to the play as a whole</p> <p>Excellent knowledge of how design elements may enhance the staging of the play</p> <p>Evaluate their work and that of others at an excellent level</p>	<p>Make an excellent contribution to a performance in which an extensive range of skills are demonstrated</p> <p>Deploy skills precisely and in a highly effective way</p> <p>Achieve their artistic intentions sensitively by using skills with appropriateness to context of the genre and style</p> <p>Show in-depth characterisation, indicating refinement of skill</p> <p>Excellent and sustained use of vocal, physical and spatial skills</p> <p>Excellent use of design elements to enhance the staging of a given scene</p>	
SECURE	Secure understanding of the ensemble style, genre, stylised	Make a good contribution to a performance in which a wide range of skills are demonstrated	

	<p>theatrical conventions of Frantic Assembly, time and setting of play</p> <p>Understanding is expressed using good detail in written and verbal responses showing interpretations of extracts which are appropriate to the play as a whole</p> <p>Secure knowledge of how design elements may enhance the staging of the play</p> <p>Evaluate their work and that of others at a good level</p>	<p>Deploy skills confidently and in a mostly effective way</p> <p>Largely achieve their artistic intentions with some sensitivity by using skills with appropriateness to context of the genre and style</p> <p>Show secure characterisation, indicating some refinement of skill</p> <p>Secure and mostly sustained use of vocal, physical and spatial skills</p> <p>Secure use of design elements to enhance the staging of a given scene</p>	
DEVELOPING	<p>Developing understanding of the ensemble style, genre, stylised theatrical conventions of Frantic Assembly, time and setting of play</p> <p>Understanding is expressed using reasonable detail in written and verbal responses showing interpretations of</p>	<p>Make a reasonable contribution to a performance in which a fair range of skills are demonstrated</p> <p>Deploy skills with care and effectiveness in places</p> <p>Partly achieve their artistic intentions with developing sensitivity by using skills with some appropriateness to context of the genre and style</p> <p>Show developing</p>	

	<p>extracts which are reasonably appropriate to the play as a whole</p> <p>Developing knowledge of how design elements may enhance the staging of the play</p> <p>Evaluate their work and that of others at a reasonable level</p>	<p>characterisation, indicating a growing ability to refine skills</p> <p>Developing use of vocal, physical and spatial skills</p> <p>Developing use of design elements to enhance the staging of a given scene</p>	
EMERGENT	<p>Emerging understanding of the ensemble style, genre, stylised theatrical conventions of Frantic Assembly, time and setting of play</p> <p>Understanding is expressed using limited detail in written and verbal responses showing interpretations of extracts which are not always fully appropriate to the play as a whole</p> <p>Emerging knowledge of how design elements may enhance the staging of the play</p>	<p>Make a limited contribution to a performance in which a narrow range of skills are demonstrated</p> <p>Deploy skills with only a little effectiveness, indicating some uncertainty</p> <p>Achieve their artistic intentions to a limited extent with little sensitivity or appropriateness to context of the genre and style</p> <p>Show partially developed characterisation, indicating an emerging ability to refine skills</p> <p>Emerging use of vocal, physical and spatial skills</p> <p>Emerging use of design elements to enhance the staging of a given scene</p>	

	Emerging ability to evaluate their work and that of others		
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