

Knowledge & Skills: 'The 39 Steps': Year 9

Knowledge -----

Capacity to perform = skills empowered by knowledge-----Progress (Reflection/Next Steps)

	KNOWLEDGE (Students are able to):	SKILLS (Students are able to):	REFLECTION / NEXT STEPS
EXCELLENT	<p>Thorough understanding of style, genre, theatrical conventions, time and setting.</p> <p>Understanding is expressed using precise detail in scenes and in responses, showing a very appropriate interpretation of the play as a whole</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 detailed characterisation, indicating refinement of skill and full consideration of the style</p> <p>Excellent and sustained use of vocal, physical and spatial skills</p>	
SECURE	<p>Good understanding of style, genre, theatrical conventions, time and setting.</p> <p>Understanding is expressed using good detail in scenes and responses showing an</p>	<p>Make a good contribution to a performance in which a wide range of skills are demonstrated</p> <p>Deploy skills confidently and in a mostly effective way</p> <p>Largely achieve their artistic intentions with some sensitivity, using skills with appropriateness to context of the genre and style</p> <p>Show secure characterisation, indicating some refinement of skill and a sound consideration of the style</p>	

	<p>appropriate interpretation of the play as a whole</p> <p>Evaluate their work and that of others at a good level</p>	<p>Secure and mostly sustained use of vocal, physical and spatial skills</p>	
DEVELOPING	<p>Reasonable understanding of style, genre, theatrical conventions, time and setting.</p> <p>Understanding is expressed using reasonable detail in scenes and responses showing a reasonably appropriate interpretation of the play as a whole</p> <p>Evaluate their work and that of others at a reasonable level</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, using skills with some appropriateness to context of the genre and style</p> <p>Show developing characterisation, indicating a growing ability to refine skills and a developing consideration of the style</p> <p>Developing use of sustained vocal, physical and spatial skills</p>	
EMERGENT	<p>Limited understanding of style, genre, theatrical conventions, time and setting.</p> <p>Understanding is expressed using limited detail in scenes and responses</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>showing an interpretation that is limited in its appropriateness to the play as a whole</p> <p>Ability to evaluate their work and that of others is emerging</p>	<p>Shows partially developed characterisation, indicating an emerging ability to refine skills and consider style</p> <p>Emerging use of vocal, physical and spatial skills with a need to sustain their use in performance</p>	
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