

**Cornwallis Academy**

**DRAMA YEAR 7**

**PANTOMIME**

**ASSESSMENT BOOK**

|  |  |
| --- | --- |
| **Full Name** |  |

|  |  |
| --- | --- |
| Pantomime  Making Grade |  |
| Pantomime  Performing Grade |  |
| Pantomime  Responding Grade |  |
| Pantomime  Overall Grade |  |

**Teacher’s Comments**

***THE VERDICT***

**What did you do well in this topic?**

**What could you improve upon in this topic?**

**What didn’t you like about this topic?**

**What did you like about this topic?**

**QUESTION TIME**

**Explain what Audience Participation is?**

**What Gags and Routines can you remember learning?**

**Name all the stock characters…**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**What is a Stock Character?**

**Describe what gags and routines you used in your performance and explain how they worked?**

|  |  |  |  |  |  |  |  |  |  |
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| **PERFORMING GRID KS3**  **Read the level descriptions in order.**  **Start at Level 3** |  | |  | | |  | |  |  |
| **If you think that description applies to you then tick or shade all boxes that are in line with that description.** | | | | | | |  | |
|  |  |  | |  |  | |  | |
| **PERFORMING** | **TICK BOX** | **TICK BOX** | | **TICK BOX** | **TICK BOX** | | **TICK BOX** | |
| **LEVEL 3** |  |  | |  |  | |  | |
| I stay in role for some of the time when I am performing. | **3C** | **3C** | | **3B** | **3A** | |  | |
| I can sometimes use facial expressions when I am performing. |  | **3C** | | **3B** | **3A** | |  | |
| I can sometimes use vocal skills when I am performing. |  |  | | **3B** | **3A** | |  | |
| I can use sometimes gestures and when I am performing. |  |  | |  | **3A** | |  | |
| **LEVEL 4** |  |  | |  |  | |  | |
| I stay in role most of the time when I am performing. | **4C** | **4C** | | **4B** | **4A** | |  | |
| Most of the time I use facial expressions when I am performing. |  | **4C** | | **4B** | **4A** | |  | |
| Most of the time I vocal skills when I am performing. |  |  | | **4B** | **4A** | |  | |
| Most of the time I use gestures when I am performing. |  |  | |  | **4A** | |  | |
| **LEVEL 5** |  |  | |  |  | |  | |
| I stay in role all of the time when I am performing. | **5C** | **5C** | | **5B** | **5B** | | **5A** | |
| I always facial expressions in an appropriate manner when I am performing. |  | **5C** | | **5B** | **5B** | | **5A** | |
| I always use vocal skills in an appropriate manner when I am performing. |  |  | | **5B** | **5B** | | **5A** | |
| I always use gestures in an appropriate manner when I am performing. |  |  | |  | **5B** | | **5A** | |
| I can sometimes use music, lighting and significant objects in my performance |  |  | |  |  | | **5A** | |

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| **MAKING GRID KS3** |  |  |  |  |  |
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| **Read the level descriptions in order.**  **Start at Level 3** |  |  |  |  |  |
| **If you think that description applies to you then tick or shade all boxes that are in line with that description.** | | | | |  |
|  |  |  |  |  |  |
| **MAKING** | **TICK BOX** | **TICK BOX** | **TICK BOX** | **TICK BOX** | **TICK BOX** |
| **LEVEL 3** |  |  |  |  |  |
| I can work in a group and share my ideas. | **3C** | **3B** | **3A** |  |  |
| I talk to other people for some of the group work. |  | **3B** | **3A** |  |  |
| I normally work cooperatively with any of my peers during all tasks. |  |  | **3A** |  |  |
| **LEVEL 4** |  |  |  |  |  |
| I always share my ideas and listen to others. | **4C** | **4B** | **4A** |  |  |
| I always work cooperatively with any of my peers. |  | **4B** | **4A** |  |  |
| I can use the drama techniques to make my drama understandable to an audience. |  |  | **4A** |  |  |
| **LEVEL 5** |  |  |  |  |  |
| When working in a group I can offer appropriate ideas. | **5C** | **5B** | **5A** |  |  |
| My ideas are developed to show the deeper meanings to an audience. |  | **5B** | **5A** |  |  |
| I can explain and show the drama techniques to my peers. |  |  | **5A** |  |  |

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| **RESPONDING GRID KS3** |  |  |  |  |
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| **Read the level descriptions in order. Start at Level 3** |  |  |  |  |
| **If you think that description applies to you then tick or shade all boxes that are in line with that description.** | | | | |
|  |  |  |  |  |
| **RESPONDING** | **TICK BOX** | **TICK BOX** | **TICK BOX** | **TICK BOX** |
| **LEVEL 3** |  |  |  |  |
| I can sometimes say what I think needs to be improved in a piece of drama. | **3C** | **3C** | **3B** | **3A** |
| I can sometimes suggest ideas on how a piece of drama could be improved. |  | **3C** | **3B** | **3A** |
| I can sometimes use drama keywords when I evaluate. |  |  | **3B** | **3A** |
| I sometimes remember to P.E.E. when I evaluate. |  |  |  | **3A** |
| **LEVEL 4** |  |  |  |  |
| Most of the time I say what I think needs to be improved in a piece of drama. | **4C** | **4C** | **4B** | **4A** |
| Most of the time I suggest ideas on how a piece of drama could be improved. |  | **4C** | **4B** | **4A** |
| Most of the time I use drama keywords when I evaluate. |  |  | **4B** | **4A** |
| Most of the time I remember to P.E.E. when I evaluate. |  |  |  | **4A** |
| **LEVEL 5** |  |  |  |  |
| I always say what I think needs to be improved in a piece of drama. | **5C** | **5C** | **5B** | **5A** |
| I always suggest ideas on how a piece of drama could be improved. |  | **5C** | **5B** | **5A** |
| I always use drama keywords when I evaluate. |  |  | **5B** | **5A** |
| I always remember to P.E.E. when I evaluate. |  |  |  | **5A** |