



**East Renfrewshire Council: Education Department  
Practitioner Moderation Template**

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

Experiences and Outcomes:

**I can create, develop and sustain a realistic or stylised character through the use of voice, movement and language. EXA 3-12 a**

**I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 3- 15a**

**I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. LIT 3-28 a**

Learning Intentions:

- I am learning how to use naturalistic and stylised (non- naturalistic) movement.
- I am learning how to share my creative ideas with my group.
- I am learning how to work in a group to present a character through movement.
- I am learning how to give constructive feedback.
- I am learning how to self- evaluate my work and my group's success.

Success Criteria:

I can:

- Take part in a movement workshop led by my teacher
- Discuss and share ideas about the character with my group.
- Bring our ideas together and rehearse a movement sequence
- Present our scene to an audience and give constructive feedback (peer-evaluation)
- Self- evaluate my work

I know:

- How to use movement terminology accurately.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

**Breadth- Interdisciplinary links to P.E, R.E and English (literacy and health and well- being)**

- **Health and Wellbeing: HWB 3-09a/ 3-05a/3-11 a/ 3-14 a Pupils engage in these outcomes through group work and participating in an environment of respect.**
- **Physical Education: HWB 3-21a, 22a, 23a, 24a- Pupils devise and evaluate movement improvisations. They develop their fitness level through participation in Bollywood Dance and Stage Combat in which they must master control and co-ordination.**
- **Religious and Moral Education: RME 3-09b/3-07 a**

**Pupils debate and present moral issues/ Pupils develop an understanding of different faiths and cultures' beliefs and values in a respectful environment.**

- **Literacy (Listening and Talking): Lit 3-02a /Eng 3-03 a – Pupils contribute to discussions about plot for improvisations and develop suitable character voices.**
- **Literacy (Talking and Writing): Lit 3-08 a /3-10a – Pupils peer evaluate performances as an audience in a spoken and written form- they develop confidence in expression.**
- **Literacy (Writing): LIT 3-24a/3-27a Pupils can present their written work clearly, they should be using Drama terminology.**

**Lesson One:** The pupils will take part in a teacher led movement workshop that involves exercises that identify naturalistic and non- naturalistic movement. Pupils will then be introduced to the character description of Ravana and split into two teams to discuss their ideas.

**Lesson 2:** Pupils will work with Group Leaders to decide upon the best movement ideas and present a scene which shows how Ravana is formed, travels and how he traps Sita. They will rehearse their scene to music and present it to the other class. The teacher will conduct oral peer- evaluation.

**Lesson 3-** Pupils will watch back a video of their scene and write a self-evaluation which describes what they did (using drama terminology) and how successful they were. They will fill out their self- evaluation grid and identify a target to work on which they will share with their teacher.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

SAY- Discuss and share movement ideas for a character within the group.

WRITE- A self-evaluation of their group's movement sequence.

MAKE- A movement sequence depicting Ravana in their groups.

DO- A practical movement workshop led by the teacher.

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

**Oral Peer -Evaluation** (noted by the Teacher said by the other group- what did they like- what could they improve)

*\*The group worked well together as a team- all knew the sequence so rehearsal time was used well and they used the space well to show how Ravana moved.*

*\*They used good rhythm in their movement and different movement ideas- it was effective how they formed by jumping up one at a time and it was effective when Charlie changed to become Sita and they circled him and pulled him down at the end.*

*+The group were mostly focused although some could work on not breaking character and smiling.*

See **teacher's written feedback** on the self-evaluation and **teacher's overall unit feedback** on the front cover.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

[See Self-evaluation and the pupil target setting sheet.](#)

Did the learner successfully attain the outcomes? YES

- Strong self-evaluation!  
Innes keep developing your literary skills.
- \* You describe the key moments of the movement sequence well.
- \* There is evidence of some accurate movement terminology ☺
- + Try to include more terminology - ie focused facial expressions  
Remember to justify what you did.

### Self-Evaluation Ravana Group Exercise

1. Explain how and why you changed your movement in a group to create a character within this unit. (You must use movement terminology)

In our groups we created the character of Ravana. ✓  
 At the beginning we jumped up to show <sup>his</sup> power in a "v" formation. Then the leader started a Mexican wave and then we locked together to show <sup>Ravana's</sup> strength. ✓  
 In the middle we moved with a powerful gait to show Ravana is very powerful as he moved/travelled around the room. ✓  
 At the end we surrounded Sita and chanted her name on the beat using good timing and circling her at a high speed then <sup>we</sup> pushed her to the ground. ✓  
 I think we did well because the other group said we showed the character well. ✓

hy?  
show how creature chases its prey.

*Handwritten notes:*  
 1. 2. 3.  
 4. 5. 6.

## Eastwood High School Cluster

### Third Level

| E<br>&<br>O  | I Can<br>&<br>I Know<br>Statements   | Raven's<br>movement | Circle of<br>protection |  |  |  |
|--------------|--|---------------------|-------------------------|--|--|--|
| EXA<br>3-12a | I can adapt my voice and language skills to create and develop an increasing range of characters   |                     |                         |  |  |  |
|              | I can adapt my movement to create and develop an increasing range of characters  | G                   | G                       |  |  |  |
|              | I can stay in character during a performance without being distracted by the presence of an audience, regardless of the duration of the performance                  | G                   | G                       |  |  |  |
|              | I can develop ideas from a range of different stimuli  | G                   | G                       |  |  |  |
|              | I can create an improvisation using my prior knowledge or research when appropriate  |                     |                         |  |  |  |
|              | I can bring a script to life using my performance skills   |                     |                         |  |  |  |
|              | I can work with others when creating, rehearsing and refining or presenting dramas   | G                   | G                       |  |  |  |
|              | I can confidently present my script or improvisation to an audience (teacher, peers, audience, parents etc)  |                     |                         |  |  |  |
|              | I can adapt my performances to suit different audiences  |                     |                         |  |  |  |
|              | I can explain how lighting or sound or costume or props or set can be used to enhance a performance  |                     |                         |  |  |  |
| EXA<br>3-15a | I can independently select and use lighting or sound or costume or props or set to enhance a performance   |                     |                         |  |  |  |
|              | I peer evaluate the work of others, and offer constructive feedback, using appropriate vocabulary  | A                   | G                       |  |  |  |
|              | I can evaluate my own performance in Drama using appropriate vocabulary, and am aware of my strengths and areas for development                                      | G                   | A                       |  |  |  |
|              | I can use feedback to set targets to improve my work   | G                   | G                       |  |  |  |
|              | I can justify my opinions, and understand and respect conflicting opinions   |                     |                         |  |  |  |
|              | I can identify how lighting or sound or costume or props or set are being used to enhance a performance (E.g. to create mood/atmosphere, suggest setting/period etc) |                     |                         |  |  |  |

Teacher/Self or Peer Assess using Traffic Lights

- R = Red
- A = Amber
- G = Green

I will improve peer evaluation  
 Good target dw.

Teamwork: ● Strong presence in group and leadership potential.



Acting: ● You fully engage in being a character, maintain character and have created a range of characters.

Eastwood High School  
Faculty of Creative & Performing Arts  
Term 1 Drama  
S2 Pupil Workbook

Literacy: ● Very strong/detailed. + keep working on adding more terminology.

Design: ● Good SET moodboard created but add more description.

# Bollywood



Name: Innes Carmichael

Class: 2-H