|  |
| --- |
| **Subject Knowledge Audit: Drama** |
| Self Assessment GradingGrade 1 - Excellent level of knowledge and understanding. Fully prepared to teach.Grade 2- Good level of knowledge and understanding. Not fully confident to teach.Grade 3 - Some knowledge and understanding. Further research and study required before teaching.Grade 4 - Limited knowledge and understanding. Action planning required to prepare for teaching |
| **Area of subject knowledge** | **Self-assessment grade 1-4** |
| **Curriculum Content** | **June Pre-course** | **September Commencement of course** | **December At the end of the autumn term.**  | **March At the end of the spring term**  | **June At the end of the spring/summer term.** |
|   | How aware are you of the Drama students will have been taught before KS3? |  |   |   |   |   |
|   | How aware are you of the content of a GCSE Drama and how this builds on what is taught at KS3? |   |   |   |   |   |
|   | How aware are you of the content of a A Level Drama and how this builds on what is taught at KS4? |   |   |   |   |   |
| **How confident do you feel about teaching pupils about key features of drama/ theatre from different times and places?** |   |   |   |   |   |
|   | Greek |   |   |   |   |   |
|   | Shakespeare |   |   |   |   |   |
|   | Elizabethan/ Jacobean |   |   |   |   |   |
|   | Romanticism and 19th Century Drama |   |   |   |   |   |
|   | Modern and Contemporary Drama |   |   |   |   |   |
|   | Drama from other cultures |   |   |   |   |   |
| **How confident do you feel about teaching pupils about leading theorists and practitioners?** |   |   |   |   |   |
|   | Antonin Artaud |   |   |   |   |   |
|   | Steven Berkoff |   |   |   |   |   |
|   | Augusto Boal |   |   |   |   |   |
|   | Bertolt Brecht |   |   |   |   |   |
|   | DV8 |   |   |   |   |   |
|   | Forced Entertainment |   |   |   |   |   |
|   | Frantic Assembly |   |   |   |   |   |
|   | Katie Mitchell |   |   |   |   |   |
|   | Kneehigh |   |   |   |   |   |
|   | Konstantin Stanislavski |   |   |   |   |   |
| **How confident do you feel about teaching students design and technical skills** |   |   |   |   |   |
|   | Lighting |   |   |   |   |   |
|   | Sound |   |   |   |   |   |
|   | Directing |   |   |   |   |   |
|   | Costume |   |   |   |   |   |
|   | Make-up |   |   |   |   |   |
|   | Set construction |   |   |   |   |   |
|   | Masks /puppets |   |   |   |   |   |
|   | Properties |   |   |   |   |   |
|   | Stage management |   |   |   |   |   |
| **How confident are you about teaching explorative techniques?** |   |   |   |   |   |
|   | Thought tracking |   |   |   |   |   |
|   | Hot Seating |   |   |   |   |   |
|   | Role play |   |   |   |   |   |
|   | Narration |   |   |   |   |   |
|   | Conscience Alley |   |   |   |   |   |
|   | Improvisation |   |   |   |   |   |
|   | Freeze frame |   |   |   |   |   |
|   | Tableau |   |   |   |   |   |
|   | Multi-role |   |   |   |   |   |
|   | Role on the Wall |   |   |   |   |   |
|   | Cross-cutting |   |   |   |   |   |
|   | Teacher in Role |   |   |   |   |   |
|   | Forum theatre |   |   |   |   |   |
| **Do you feel confident about using technology to support your teaching?** |   |   |   |   |   |
|   | Creating, renaming, moving, copying, printing and deleting files |   |   |   |   |   |
|   | Using a projector in the lesson or in performance |   |   |   |   |   |
|   | Creating spreadsheets |   |   |   |   |   |
|   | Using a database  |   |   |   |   |   |
|   | Creating an electronic presentation (using PowerPoint for example) |   |   |   |   |   |
|   | Sending and receiving email |   |   |   |   |   |
|   | Locating documents on a hard drive, CD ROM, USB or network |   |   |   |   |   |
|   | Using interactive whiteboards, e.g. Smartboard, Promethean |   |   |   |   |   |
|   | Using tablets, e.g. iPads |   |   |   |   |   |
|   | Using online forums or class blogs |   |   |   |   |   |
|   | Using social media for educational purposes |   |   |   |   |   |