|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject Knowledge Audit: Drama** | | | | | | |
| Self Assessment Grading Grade 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 |  |  |  |  |  |