

KS3 ASSESSMENT CRITERIA – YEARS 7-9 DRAMA

Focus	Beginning (B)	Working Towards (WT)	Expected Standard (ES)	Working Above Standards (WA)	Well Above/Outstanding (O)
<b>DEVISING: Creating and developing ideas to communicate meaning</b>	<ul style="list-style-type: none"> <li>• I sometimes followed the instructions given to me by my peers with some reminders to stay on task.</li> <li>• I occasionally listened and tried to contribute to creative discussions.</li> <li>• I was reluctant to trust the ideas of my group and felt unwilling to take creative risks.</li> <li>• I struggled to complete research tasks assigned to me. (When requested).</li> <li>• I was able to</li> </ul>	<ul style="list-style-type: none"> <li>• I was able to listen to the ideas given by my peers and followed instructions I was given by them.</li> <li>• I cooperated with my peers and ensured I worked towards the group's final goal.</li> <li>• I was wary about the ideas my group came up with and I gave some alternative suggestions.</li> <li>• I completed the research tasks assigned to me but my work lacked detail and effort in places (When</li> </ul>	<ul style="list-style-type: none"> <li>• I listened to my peers ideas and was able to contribute a few of my own in the group work.</li> <li>• I worked well as a member of the team</li> <li>• I ensured I had a role in creating the performance.</li> <li>• I was able to give ideas to my group and bounced off other's ideas.</li> <li>• I showed some confidence in my approach to the exploration and risk taking despite sometimes being out of my comfort zone.</li> <li>• I completed the</li> </ul>	<ul style="list-style-type: none"> <li>• I showed enthusiasm and encouragement of others.</li> <li>• I attempted to adapt my ideas to work towards our final goal.</li> <li>• I confidently gave ideas to my group and adapted other's concepts, developing them well.</li> <li>• I was confident in taking risks and used the creative process to develop these ideas effectively.</li> <li>• I completed research tasks to a good standard.</li> <li>• I was assured in my approach to positioning and</li> </ul>	<ul style="list-style-type: none"> <li>• I was always positive with my communication, delegating tasks and encouraged participation from all.</li> <li>• My confidence in my originality is assured and I showed a significant amount of trust in myself and my group to create ideas that have a more inventive approach.</li> <li>• I effectively developed ideas (both my own and others) to produce more advanced work.</li> <li>• I saw value in self-directed research as well as teacher-</li> </ul>

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	<p>stand on stage not always in the right place or right time.</p> <ul style="list-style-type: none"> <li>• I attempted to demonstrate at least one dramatic technique.</li> <li>• I was able to stand on stage with limited adaptation of some of my physical skills.</li> <li>• I was able to deliver my lines in my own voice with limited adaptations in my vocal skills.</li> </ul>	<p>requested)</p> <ul style="list-style-type: none"> <li>• I knew when and where to be on stage</li> <li>• I produced a limited performance of one specific dramatic technique.</li> <li>• I was able to stand on stage with basic and inconsistent adaptations of some of my physical skills.</li> <li>• I was able to deliver my lines in my own voice with basic but inconsistent adaptations in my vocal skills.</li> </ul>	<p>research tasks assigned to me to an acceptable standard (Where requested)</p> <ul style="list-style-type: none"> <li>• I was mostly confident in my positioning and timing and produced a good performance of more than one dramatic technique throughout the piece</li> <li>• I was able to adapt my physical skills well to portray a different character than myself. I found moments of confidence and meaning in my characterisation.</li> <li>• I was able to adapt my vocal skills well to portray a different character than</li> </ul>	<p>timing and was able to produce a good performance.</p> <ul style="list-style-type: none"> <li>• I implemented more than two techniques into my work.</li> <li>• The portrayal of my character was developed through the consistent adaptation of my physicality.</li> <li>• My choices in characterisation were confident, correct and recognisable of that character, communicating meaning.</li> <li>• The portrayal of my character was developed through consistent adaptation of my vocal delivery.</li> <li>• My choices in characterisation were confident, correct and recognisable of that</li> </ul>	<p>le research tasks which allowed me to create developed meaning within our piece.</p> <ul style="list-style-type: none"> <li>• I completely engaged my audience by choosing a range of dramatic techniques designed to maintain engagement throughout.</li> <li>• My storytelling through these techniques was highly developed and I executed these techniques to a very high standard with the ability to justify the impact the techniques had.</li> <li>• The embodiment of my character was fully realised.</li> <li>• The delivery of my physicality was consistent, clear</li> </ul>
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			myself. I found moments of confidence in the meaning created by some of my vocal delivery.	character, communicating meaning.	and communicated meaning effectively. <ul style="list-style-type: none"> <li>The delivery of my vocal skills was consistently clear showing the creative risks taken.</li> </ul>
<b>PERFORMING TEXTS: Knowledge, understanding and application of theatrical skill.</b>	<ul style="list-style-type: none"> <li>I sometimes followed the instructions given to me by my peers with some reminders to stay on task.</li> <li>I occasionally listened to the creative discussions.</li> <li>I did not learn my lines (whether this was a barrier to my learning or a deliberate act) and needed to use a script in performance.</li> <li>I struggled to build trust with my group.</li> <li>I was able to stand on stage and read my lines from the script.</li> </ul>	<ul style="list-style-type: none"> <li>I was able to listen to the ideas given by my peers and followed the instructions I was given by them.</li> <li>I cooperated with my peers and ensured I worked towards the group's final goal.</li> <li>I tried to learn my lines but not always successfully. I often forgot my lines and needed prompting or I delivered cues incorrectly. This meant my focus was more on reiterating my lines than on my delivery and interpretation.</li> <li>I could not build rapport with the others in performance.</li> </ul>	<ul style="list-style-type: none"> <li>I listened to my peers ideas and was able to contribute a few of my own in the group work.</li> <li>I worked well as a member of the team and ensured I had a role in creating the performance.</li> <li>I learnt my lines in time for the performance which made the fluidity of my performance more successful.</li> <li>I was able to consider specific moments to adapt my pace and approach my interpretation differently.</li> <li>I was able to build rapport most of the time on stage with</li> </ul>	<ul style="list-style-type: none"> <li>I showed enthusiasm and encouragement of others.</li> <li>I adapted and developed both mine and other's ideas to work towards our final goal.</li> <li>I learned my lines before the performance and was able to display confidence in the fluidity of my work.</li> <li>I used moments of pace and interpreted the part well.</li> <li>I built a healthy rapport with others on the stage.</li> <li>I brought the character to life from page to stage.</li> <li>I was able to create meaning throughout.</li> </ul>	<ul style="list-style-type: none"> <li>I was fully dedicated to the final outcome.</li> <li>I was flexible to use both mine and other's ideas with a commitment to trialling and developing ideas to produce the most creative end result.</li> <li>I learnt my lines effectively before the performance so rehearsals were able to run more smoothly.</li> <li>I was able to develop my delivery of pace and interpretation of my performance to a good standard.</li> <li>I also built rapport and trust with others.</li> <li>I successfully created my own interpretation of the character from page to stage.</li> </ul>

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	<ul style="list-style-type: none"> <li>• I was able to stand on stage with limited adaptation of some of my physical skills.</li> <li>• I was able to deliver my lines in my own voice with limited adaptations in my vocal skills.</li> </ul>	<ul style="list-style-type: none"> <li>• I was able to move around the stage, referring to my script occasionally and created a limited character.</li> <li>• I was able to stand on stage with basic and inconsistent adaptations of some of my physical skills.</li> <li>• I was able to deliver my lines in my own voice with basic but inconsistent adaptations in my vocal skills.</li> </ul>	<p>others.</p> <ul style="list-style-type: none"> <li>• I performed a character from a text, creating meaning for my audience.</li> <li>• I was able to adapt my physical skills well to portray a different character than myself. I found moments of confidence and meaning in my characterisation.</li> <li>• I was able to adapt my vocal skills well to portray a different character than myself. I found moments of confidence in the meaning created by some of my vocal delivery</li> </ul>	<ul style="list-style-type: none"> <li>• My choices in characterisation were confident, correct and recognisable of that character, communicating meaning.</li> <li>• The portrayal of my character was developed through consistent adaptation of my vocal delivery.</li> <li>• My choices in characterisation were confident, correct and recognisable of that character, communicating meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• The delivery of my physicality was consistent, clear and communicated meaning effectively.</li> <li>• The delivery of my vocal skills was consistently clear showing the creative risks taken.</li> </ul>
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<b>Analysis and Evaluation</b>	<ul style="list-style-type: none"> <li>• Some ability to reflect on their own performance success in achieving theatrical aims and intentions in class discussion.</li> <li>• There is an ability to use relevant language to convey meaning.</li> <li>• Some ability shown towards written work which shows understanding of theatrical aims and intentions.</li> <li>• There is ability to explore mood and atmosphere evidenced.</li> </ul>	<ul style="list-style-type: none"> <li>• A reasonable, clear ability to reflect verbally on how successful theatrical aims and intentions were in performance of their own group and that of others.</li> <li>• There is an ability to communicate mood and atmosphere conveyed on stage through appropriate drama terminology.</li> <li>• A reasonable, approach to written work which shows reasonable understanding of theatrical aims and intentions.</li> <li>• There is ability to explore mood</li> </ul>	<ul style="list-style-type: none"> <li>• A solid, sound ability to knowledgeably reflect on how successful theatrical aims and intentions were in performances generally.</li> <li>• There is a marked ability to explore mood and atmosphere conveyed on stage through appropriate drama terminology.</li> <li>• Sound analysis skills are developing.</li> <li>• A solid, sound approach to written work showing a knowledgeable understanding of theatrical aims and intentions.</li> <li>• There is</li> </ul>	<ul style="list-style-type: none"> <li>• A good, detailed reflective critic who consistently evidences knowledgeable understanding of theatrical aims and intentions.</li> <li>• There is a good ability to explore mood and atmosphere conveyed on stage through appropriate drama terminology.</li> <li>• A good, detailed approach to work showing an insightful understanding of theatrical aims and intentions.</li> <li>• Good ability to explore mood and atmosphere on stage through embedded quotes and</li> </ul>	<ul style="list-style-type: none"> <li>• An excellent, perceptive and detailed approach to written work which shows an embedded understanding of theatrical aims and intentions.</li> <li>• There is an excellent ability to explore mood and atmosphere conveyed on stage through specialist drama terminology.</li> <li>• An excellent, perceptive and detailed approach to work showing an intrinsic understanding of aims and intentions.</li> <li>• There is excellent ability to explore mood /atmosphere through purposeful quotes</li> </ul>
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		and atmosphere conveyed on stage through appropriate drama terminology.	significant ability to explore mood and atmosphere on stage through appropriate terminology and quotes.	appropriate drama terminology.	and a wide range of specialist drama terminology.
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