

Key Stage 3 Assessment Criteria for Drama

| Steps | Understanding Drama (40%) | Devising Drama (30%) | Texts in Practice (30%) |
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| 9+ 9 9- | <ul style="list-style-type: none"> • Can identify genre, form, structure and style and can describe, explain, analyse and evaluate their significance in relation to a performance • Can discuss with confidence and reference the text; language, sub-text, character motivation and interaction, the creation of mood and atmosphere, the development of pace and rhythm, dramatic climax, the practical demands of the performance • Can identify the social, cultural and historical context in which the performance is set and compare with other performances • Understand performance conventions and design fundamentals and share practical experience • Can describe, explain, analyse and evaluate an extensive range of performance skills both verbally and in written work • Can confidently use Drama terminology and spell with accuracy • Can identify and explain the roles and responsibilities of theatre makers, and share their own practical experience | <ul style="list-style-type: none"> • Highly competent, highly developed and sustained use of theatrical skill • Extensive range of theatrical skills demonstrated • Outstanding contribution to the effectiveness of the piece • Highly inventive work throughout • Highly successful realisation of individual artistic intention | <ul style="list-style-type: none"> • Makes an excellent contribution to performance • Extensive range of skills are demonstrated • Skills are deployed precisely and in a highly effective way • Personal interpretation is entirely appropriate to the play as a whole • Personal interpretation is highly sensitive to context • Artistic intentions are entirely achieved. |
| 8+ 8 8- | <ul style="list-style-type: none"> • Can identify genre, form, structure and style and can describe, explain, analyse and evaluate their significance in relation to a performance • Can discuss with confidence and reference the text; language, sub-text, character motivation and interaction, the creation of mood and atmosphere, the development of pace and rhythm, dramatic climax, the practical demands of the performance • Can identify the social, cultural and historical context in which the performance is set • Understand performance conventions and design fundamentals • Can describe, explain, analyse and evaluate an extensive range of performance skills • Can confidently use Drama terminology • Can identify and explain the roles and responsibilities of theatre makers and their own practical experience | <ul style="list-style-type: none"> • Highly competent, highly developed and sustained use of theatrical skill • Extensive range of theatrical skills demonstrated • Outstanding contribution to the effectiveness of the piece • Highly inventive work throughout • Highly successful realisation of individual artistic intention | <ul style="list-style-type: none"> • Makes an excellent contribution to performance • Has extensive range of skills are demonstrated • Skills are deployed precisely and in a highly effective way • Personal interpretation is entirely appropriate to the play as a whole • Personal interpretation is highly sensitive to context • Artistic intentions are entirely achieved. |
| 7+ 7 7- | <ul style="list-style-type: none"> • Can identify genre, form, structure and style and can describe, explain, analyse and evaluate their significance in relation to a performance • Can discuss and reference the text; language, sub-text, character motivation and interaction, the creation of mood and atmosphere, the development of pace and rhythm, dramatic climax, the practical demands of the performance • Can identify the social, cultural and historical context in which the performance is set • Understand performance conventions and design fundamentals • Can describe, explain, analyse and evaluate an extensive range of performance skills • Can confidently use Drama terminology • Can identify and explain the roles and responsibilities of theatre makers | <ul style="list-style-type: none"> • Very competent, developed and sustained use of theatrical skill • Wide range of theatrical skills demonstrated • Very good contribution to the effectiveness of the piece • Very inventive work throughout • Very successful realisation of individual artistic intention | <ul style="list-style-type: none"> • Makes a very good contribution to performance • Wide range of skills are demonstrated • Skills are deployed precisely and in an effective way • Personal interpretation is appropriate to the play as a whole • Personal interpretation is very sensitive to context • Artistic intentions are mostly achieved. |

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| 6+ 6 6- | <ul style="list-style-type: none"> • Can identify genre, form, structure and style and can describe, explain, and attempt to analyse and evaluate their significance in relation to a performance • Can discuss with confidence and reference the text; language, character motivation and interaction, the creation of mood and atmosphere, dramatic climax, the practical demands of the performance • Can identify the social, cultural and historical context in which the performance is set • Understand design fundamentals • Can describe, explain, analyse and evaluate a wide range of performance skills • Can confidently use Drama terminology • Can identify and explain the roles and responsibilities of theatre makers | <ul style="list-style-type: none"> • Developed, secure and consistent use of vocal and performance skills • Wide range of theatrical skills demonstrated. • Considerable contribution to the effectiveness of the piece. • Work has many inventive qualities or moments • Secure success in realising individual artistic intention | <ul style="list-style-type: none"> • Good contribution to performance • Wide range of skills are demonstrated • Skills are deployed confidently and in a mostly effective way • Personal interpretation exhibits a good degree of appropriateness to the play as a whole • Personal interpretation exhibits a good degree of sensitivity to context • Artistic intentions are mostly achieved |
| 5+ 5 5- | <ul style="list-style-type: none"> • Can identify genre, structure and style and can describe, explain and attempt to analyse and evaluate their significance in relation to a performance • Can discuss with confidence and reference the text; language, character motivation and interaction, the creation of mood and atmosphere, dramatic climax, the practical demands of the performance • Can identify the social, cultural and historical context in which the performance is set • Understand design fundamentals • Can describe, explain, analyse and evaluate an wide range of performance skills • Can use a range of Drama terminology • Can identify and explain the roles and responsibilities of theatre makers | <ul style="list-style-type: none"> • Developed, secure and consistent use of vocal and performance skills • Wide range of theatrical skills demonstrated. • Considerable contribution to the effectiveness of the piece. • Work has many inventive qualities or moments • Secure success in realising individual artistic intention | <ul style="list-style-type: none"> • Good contribution to performance • Wide range of skills are demonstrated • Skills are deployed confidently and in a mostly effective way • Personal interpretation exhibits a good degree of appropriateness to the play as a whole • Personal interpretation exhibits a good degree of sensitivity to context • Artistic intentions are mostly achieved |
| 4+ 4 4- | <ul style="list-style-type: none"> • Can identify genre, structure and style and can describe, explain their significance in relation to a performance • Can discuss with confidence and reference the text; language, character motivation and interaction, the creation of mood and atmosphere, dramatic climax, the practical demands of the performance • Can identify the social, cultural and historical context in which the performance is set • Understand design fundamentals • Can describe, explain, analyse and evaluate a range of performance skills • Can use a range of Drama terminology • Can identify and explain the roles and responsibilities of several theatre makers | <ul style="list-style-type: none"> • Some developing competency in use of vocal and physical skills, not always sustained • Fair range of theatrical skills demonstrated • Some meaningful contributions to the effectiveness of the piece • Some useful inventive ideas • Some success in realising individual artistic intention | <ul style="list-style-type: none"> • Reasonable contribution to performance • Fair range of skills are demonstrated • Skills are deployed with care and with effectiveness in places • Personal interpretation has some relevance to the play as a whole • Personal interpretation is sensitive to context in places. • Artistic intentions are partly achieved |
| 3+ 3 3- | <ul style="list-style-type: none"> • Can identify genre and style and can describe and explain their significance in relation to a performance • Can discuss language, character motivation and interaction, the creation of mood and atmosphere, dramatic climax, some practical demands of the performance • Can discuss social, cultural and historical context in which the performance is set with support • Can suggest design ideas and identify design features • Can describe and explain vocal and physical skills | <ul style="list-style-type: none"> • Some developing competency in use of vocal and physical skills, not always sustained • Fair range of theatrical skills demonstrated • Some meaningful contributions to the effectiveness of the piece • Some useful inventive ideas • Some success in realising individual artistic intention | <ul style="list-style-type: none"> • Reasonable contribution to performance • Fair range of skills are demonstrated • Skills are deployed with care and with effectiveness in places • Personal interpretation has some relevance to the play as a whole • Personal interpretation is sensitive to context in places. |

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| | <ul style="list-style-type: none"> • Can use some Drama terminology • Can identify and explain the roles and responsibilities of a few theatre makers | | <ul style="list-style-type: none"> • Artistic intentions are partly achieved |
| 2+ 2 2- | <ul style="list-style-type: none"> • Can identify genre and can describe its significance in relation to a performance • Can discuss the creation of mood and atmosphere • Can suggest design ideas and features • Can identify performance skills • Can use Drama terminology • Can identify and explain the roles and responsibilities of a couple of theatre makers | <ul style="list-style-type: none"> • Little competency and little consistency in use of their vocal or physical skills • Narrow range of theatrical skills demonstrated • Little contribution to the effectiveness of the piece • Little inventiveness • Little success in realising individual artistic intention | <ul style="list-style-type: none"> • Limited contribution to performance • Narrow range of skills are demonstrated • Skills are deployed uncertainly with little effectiveness • Personal interpretation lacks appropriateness for the play as a whole • Personal interpretation lacks sensitivity to context • Artistic intentions are achieved to a minimal extent |
| 1+ 1 1- | <ul style="list-style-type: none"> • Can discuss a simple role and how it's created • Can understand that actors use of performance skills to create a character and can identify at least one skill • Can use simple Drama terminology and explain meaning • Can identify a theatre maker and suggest a simple description of their responsibility | <ul style="list-style-type: none"> • Little competency and little consistency in use of their vocal or physical skills • Narrow range of theatrical skills demonstrated • Little contribution to the effectiveness of the piece • Little inventiveness • Little success in realising individual artistic intention | <ul style="list-style-type: none"> • Limited contribution to performance • Narrow range of skills are demonstrated • Skills are deployed uncertainly with little effectiveness • Personal interpretation lacks appropriateness for the play as a whole • Personal interpretation lacks sensitivity to context • Artistic intentions are achieved to a minimal extent |
| WT2 | <ul style="list-style-type: none"> • Can discuss a simple role • Can understand that actors use performance skills to create a character and may be able identify one skill e.g. vocals • Can use basic Drama terminology • Can identify a theatre maker and suggest a simple description of their responsibility | <ul style="list-style-type: none"> • An attempt is made to use both vocal and physical skills • No meaningful contribution to the effectiveness of the performance • No artistic intention is realised | <ul style="list-style-type: none"> • Little to no contribution to performance • An attempt to use a performance skill is demonstrated • There is no personal interpretation • There are no artistic intentions |
| WT1 | <ul style="list-style-type: none"> • Can discuss when prompted and supported a simple role • Can understand that actors use performance skills to create a character • Can repeat Drama terminology • Can identify a theatre maker | <ul style="list-style-type: none"> • An attempt is made to use their vocal and/or physical skills • No meaningful contribution to the effectiveness of the performance • No artistic intention is realised | <ul style="list-style-type: none"> • Little to no contribution to performance • An attempt to use a performance skill is demonstrated • There is no personal interpretation • There are no artistic intentions |