



QUEEN'S PARK HIGH SCHOOL

Age Related Milestones: Drama

YEAR 9		Meeting (You can demonstrate these skills most of the time)	Exceeding (You can demonstrate these skills most of the time)
A01	Form and Structure	There is a good ability to clearly articulate how the dramatic structure impacted on the audience	There is clear articulation of how choices around structure of the work have impacted on the audience, and, alternatives are presented.
	Contribution of Ideas	Students share the role of director and can negotiate decisions made	There is a highly effective collaborative approach to the shaping of the drama with all viewpoints considered
	Explanations of Intention	Offers coherent explanations of the creative intentions for the performance.	Offers sustained explanations of the creative intentions for the performance.
	Refinement of Ideas	Competent practical creation, development and refinement of ideas from the stimuli to communicate meaning.	Effective and sustained practical creation, development and refinement of ideas from the stimuli to communicate meaning.
	Working with others	Demonstrates clear engagement throughout the process of collaboration, rehearsal and refinement.	Demonstrates secure engagement with the process of collaboration, rehearsal and refinement.
	Use of Drama Terminology	Coherent use of drama terminology, which is mostly appropriate.	Secure and consistent use of appropriate drama terminology.
A02	Vocal and Physical Skills	Secure vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection. Secure physical control demonstrated when applying use of space, gesture, stillness and stance.	Secure and sustained vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection. Secure and sustained physical control demonstrated when applying use of space, gesture, stillness and stance.
	Characterisation	A strong ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with coherent focus, energy and confidence that contributes to the overall performance. Characterisation is developed and shows a range of mood and emotions.	Effective ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with sustained focus, energy and confidence that enhance the overall performance. In-depth characterisation shows effective refinement and a convincing range of moods and emotions.
	Use of Style and Genre	Individual performance demonstrates coherent understanding of style, genre, and theatrical conventions.	Individual performance demonstrates secure understanding of style, genre, and theatrical conventions.
A03	Explanation of Performance Choices	Shows a secure knowledge and understanding of how a range of elements are used in performance to communicate with the audience	Demonstrates comprehensive and balanced knowledge and understanding of the ways a performer might explore and develop use of named elements.
	Awareness of Audience	Students demonstrate a good awareness of playwright intentions, linking dramatic choices to the delivery of a message to/impact on their audience	Students have a clear understanding of how the text impacts their audience and uses appropriate terminology to reflect on the reasons for this impact.
	Level of Discussion	Response shows a good degree of clarity with detail and focus. Examples used support the response. Use of technical and subject-specific language is secure.	Response is detailed and highly focused on the question with comprehensive and balanced consideration of all elements.
	Supporting Examples	Examples are used are appropriate and clearly relate to the extract or the chosen section of the performance	Examples are well developed and fully support response.
	Awareness of Text	Reference to context is secure, demonstrating a secure level of knowledge and understanding.	Comprehensive and balanced knowledge and understanding of extract and complete text shown.
A04	Evaluation of Individual Contribution	Demonstrates clear ability to analyse and evaluate the realisation of creative intentions within the performance, with a good balance between analysis and evaluation.	Demonstrates effective and sustained ability to analyse and evaluate the realisation of creative intentions within the performance, with a clear and structured balance between analysis and evaluation.
	Evaluation of Performance Elements	Coherent and generally balanced analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.	Secure and balanced analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.
	Realisation of Creative Choices	Competent and balanced analysis and evaluation of individual performance/design skills demonstrated in the performance.	Effective and balanced analysis and evaluation of individual performance/design skills demonstrated in the performance.