



Key Stage 3 Drama Assessment Grid

	A	B	C	D	E	F	G	H	I
AO1 (Rehearsing)	<p>Students can describe key drama skills and attempt to use them in performance.</p> <p>Students are able to work as part of a small group with some focus.</p>	<p>Students can explain how key drama skills work and are beginning to use them with some confidence.</p> <p>Students are able to work in a group with focus.</p>	<p>Students can select appropriate skills and use them securely in performance.</p> <p>Students are able to work in a group with secure focus. They can listen to ideas and share their own.</p>	<p>Students can identify why particular skills are able to communicate specific ideas, performing them with growing confidence.</p> <p>Students are able to work with consistent focus. They can respond to ideas positively and offer their own with some confidence.</p>	<p>Students routinely select and apply appropriate skills, using them with confidence. Students can explain how skills benefit audience understanding.</p> <p>Students work diligently in rehearsal, taking responsibility for the development of the piece.</p>	<p>Students are at ease when applying different skills in rehearsal. Students understand what each skill offers and consistently use them in performance.</p> <p>Students are active participants during group work. They can confidently offer their own ideas and discuss other suggestions from in a thoughtful manner.</p>	<p>Students are beginning to use more complex skills such as slow motion, cross cut, sound scape and conscience alley. Students are focused and in control when applying them in performance.</p> <p>Students are at ease when communicating with their peers. Regardless of whether they are working with their friends. They understand how to develop a performance, taking the time to consider the impact certain ideas will have on the audience.</p>	<p>Students are regularly selecting more complex skills to use in their work. Students are beginning to take risks with the skills they use and can identify how certain skills support specific styles.</p> <p>Students utilise rehearsal time fully, taking on a lead role when responding to and sharing their own ideas. The audience are at the heart of every discussion point and it is clear the student understands the impact the performance should have, based on the ideas they suggest.</p>	<p>Students can select and apply a range of skills with confidence. Students perform each skill effectively and make creative and interesting decisions about which skills benefit the style of the piece/audience understanding.</p> <p>Students work in a mature and thoughtful manner. They are engaged at all times, approaching group work with a sense of determination. They demonstrate effective communication at all times and link their suggestions to the aims and intentions of the piece.</p>
AO2 (Performing)	<p>Students can describe what a character is.</p> <p>Students are beginning to understand that voice, gesture, facial expression, movement and body language are the key skills that can be used to create a character.</p> <p>Students are starting to learn to start and end every performance with a freeze frame.</p> <p>Students can identify who to address when performing but this isn't yet secure in practice.</p>	<p>Students can suggest how a character can be brought to life through the use of voice, gesture, facial expression, movement and body language. They are beginning to utilise these skills as part of their characterisation.</p> <p>In rehearsal, students consider how a freeze frame can be used to create a start and end position.</p> <p>Students attempt to face their audience during a performance.</p>	<p>Students are beginning to experiment with voice, gesture, facial expression, movement and body language on a regular basis. They can select appropriate skills to use in order to represent the role they have created.</p> <p>Students use their focus to indicate a clear start and end to the performance.</p> <p>Students are starting to use the space appropriately, adjusting their position where necessary so that they can be seen by the audience.</p>	<p>Students are able to identify how they are going to use voice, gesture, facial expression, movement and body language to develop their role.</p> <p>They can execute at least two of these skills when playing a role.</p> <p>Students present their work with a secure start and end position.</p> <p>Students consider how the space can be used effectively in order for the audience to understand what is happening throughout the piece.</p>	<p>Students are comfortable when experimenting with voice, gesture, facial expression, movement and body language.</p> <p>They are willing to explore how they can utilise several of these skills to bring the character to life.</p> <p>When using the skills in performance, they help to support the audience's understanding of the character.</p> <p>Students are aware of their audience throughout the performance, remaining focused at all times, delivering a polished performance.</p>	<p>Students are confident when discussing the skills they are going to utilise in order to create their character.</p> <p>When performing, it is evident the student is attempting to use voice, gesture, facial expression, movement and body language in order to express their role.</p> <p>Students present a performance that is secure. Their character plays a key role in moving the performance forward.</p> <p>The student can be seen at all times and uses the space with growing confidence.</p>	<p>Students select and utilise appropriate skills in order to bring their character to life. They experiment and use voice, gesture, facial expression, movement and body language creatively. The result is a character which allows the audience to understand the performance better.</p> <p>Characterisation is convincing. Skills are used with technical competence.</p> <p>The student's performance supports in allowing the audience to feel engaged with the piece.</p>	<p>Students make thoughtful choices when using voice, gesture, facial expression, movement and body language.</p> <p>Their characterisation highlights idiosyncrasies.</p> <p>The role is believable and performed with conviction.</p> <p>When using voice, gesture, facial expression, movement and body language, students do so with accuracy and confidence.</p> <p>The audience are at the forefront of decisions around characterisation.</p> <p>These decisions allow for the role to support in communicating key messages.</p>	<p>Students create and perform a character that is thoughtful and well developed.</p> <p>Their role plays an integral part in driving the piece forward and supports the overall communication of the piece.</p> <p>The audience are able to suspend their disbelief whilst watching the student perform, fully immersing themselves with the character presented to them.</p> <p>The character is executed with confidence. The students is totally at ease when using voice, gesture, facial expression, movement and body language.</p> <p>These skills are cleverly selected to convey the appropriate emotion needed to portray the message behind the piece, and the character's journey.</p>



Key Stage 3 Drama Assessment Grid

<p style="text-align: center;">AO3 (Contextual Understanding)</p>	<p>Students can describe some of the features of a piece of drama</p> <p>Students can describe what the intention of a performance is.</p> <p>Students can draw upon examples to discuss a performance, but these are not explored.</p>	<p>Students can name, using appropriate terminology, the strategies and elements of a drama performance.</p> <p>Students can describe what the intention of a piece of drama is and identify how this is planned to be achieved.</p> <p>Students can describe moments in a performance.</p>	<p>Students demonstrated a knowledge of how the elements and strategies used in drama communicate meaning.</p> <p>Students can articulate the intention for a piece of drama and reference how this is achieved for an audience.</p> <p>Students can describe key moments in a performance and discuss what happened.</p>	<p>Students exhibit a good knowledge as to how key drama elements and strategies communicate meaning to an audience.</p> <p>Students can combine their knowledge of drama skills to articulate how a piece of drama is intended to impact on an audience at key moments.</p> <p>Students can select key moments from a performance and describe their impact on an audience.</p>	<p>Students have a secure knowledge of how drama elements and strategies are used to communicate meaning to an audience.</p> <p>Students have a secure ability to link intentions and implementation in drama knowing how key drama strategies might impact on an audience.</p> <p>Students can select key moments from a performance and link them to an analysis of impact.</p>	<p>Students have a broad understanding of a range of drama strategies and elements and can discuss how and why they have been chosen and the impact on the audience.</p> <p>Student can analyse a playwrights intentions linking dramatic choices to the delivery of a message.</p> <p>Students skilfully select moments to support and argument and/or opinion about the impact of the drama.</p>	<p>Students understand how a combination of a range of drama elements and strategies can be created and utilised to create and affect an emotion/response from the audience.</p> <p>Students use subject appropriate terminology to clearly articulate how impact is created on an audience through creative choices made.</p> <p>Students' examples used clearly relate to the impact analysis of the work and support a coherent argument.</p>	<p>Students exhibit a comprehensive understanding of the creative choices made in a piece of drama and how these impact on an audience.</p> <p>Students have a clear understanding of the intentions of the playwright and how these are intended to impact on an audience.</p> <p>Students responses around the impact of the work are well-developed and draw upon a wide range of examples evidencing the argument.</p>	<p>Students can securely discuss the development and portrayal of drama and how emotional and/or reactions are created to for an audience</p> <p>Students can articulate securely the intentions of the playwright, the strategies they use to create an emotional/impact on their audience and an understanding of how the context they are writing in influences their work.</p> <p>Students use a range of examples and reference (where appropriate) other aspects of a text or performance which support a key theme and message.</p>
<p style="text-align: center;">AO4 (Analysis and Evaluation)</p>	<p>Students can describe their own contribution to a piece of drama.</p>	<p>Students can provide some discussion of decisions made regarding content, structure, and character.</p>	<p>Students demonstrates some ability to analyse and evaluate personal contribution and realisation of creative intentions within the performance.</p> <p>They demonstrate a generally adequate analysis with basic evaluation of decisions made regarding content, genre, structure and character.</p>	<p>Students can articulate how their role contributed to the overall impact of the performance.</p> <p>Students demonstrate an adequate ability to analyse and evaluate the realisation of creative intentions within the performance, however analysis does not always link to the intended impact on the audience.</p> <p>They provide a generally balanced analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.</p>	<p>Students have the clear ability to articulate how their role contributed to the wider performance.</p> <p>Students can articulate a clear analysis and evaluation of the impact of their performance linked, for the most part, to the audience.</p> <p>There is a coherent balance between content, genre, style, character, form and language.</p>	<p>Students confidently articulate the impact of their role and start to describe how this emerged.</p> <p>Students can clearly analyse the impact of their role and the performance as a whole on their audience.</p> <p>Students can clearly describe how the various structural, stylistic and genre aspects of the performance influenced the audience but also, they are starting to describe how these emerged throughout the creative process.</p>	<p>Students confidently articulate their role and can clearly describe how this emerged.</p> <p>There is a clear analysis and evaluation throughout the response, relating to the impact on the audience. This is balanced.</p> <p>Students can provide a balanced analysis around the decisions made about the style, genre, character, form and language of the drama and how these impact on the audience.</p>	<p>Students confidently articulate their role and talk reflectively about the journey they went on throughout the creative and devising process.</p> <p>There is a clear and balanced analysis and evaluation of how the drama was shaped and the decisions made in respect of the intended impact on the audience.</p> <p>There is a detailed analysis of the creative decisions made regarding style, genre, character, language and form. This is backed up by specific, pertinent examples.</p>	<p>Students have a secure understanding of their role, how it emerged, and what explorative processes were used to develop and refine it.</p> <p>There is an effective, clear and balanced analysis and evaluation of the intentions of the piece, how these emerged and how they impacted on the audience. Discussions around future adaptations are included.</p> <p>Examples are used at the heart of the analysis regarding the development of style, genre, character, language and form. These are referred to with reference to the wider plans for intention/impact on the audience.</p>