

Drama KS3 Year 9 Assessment Descriptors

	Creating	Performance	Evaluation
Exceptional Consistently showing excellent work ethic.	Create and develop original ideas to communicate meaning for theatrical performance that clearly demonstrates a variety of devising elements. Creates original/unique and exciting dialogue and narrative for self and others. Shows understanding of dramatic arc, structure and character interaction. Uses imaginative design elements to enhance performance. Creates complex narratives and fully developed characters. Researches a number of different texts	Apply a number of creative theatrical skills to realise artistic intentions in live performance. Interpreting characters in an original way. Demonstrate clear knowledge and understanding of how drama and theatre is developed and performed. Plays a range of sophisticated and imaginative characters, and stays in role throughout. Aware of sight lines. Uses movement and voice to create meaning in a way which engages and delights the audience. Leads unique ensemble work and creates rapport onstage with other actors.	Demonstrate detailed knowledge and understanding of how drama and theatre is developed and performed. Correct use and understanding of subject specific terminology. Analyse and evaluate their own work and the work of others to a high standard, showing informed understanding. Able to analyse, evaluate and fully articulate an imaginative response to live performance which shows an exceptional grasp of subject specific terminology. Insightful and detailed verbal or written response with evidence of independent learning and/or prior knowledge beyond success criteria.
Advanced Mainly showing excellent work ethic and ideas.	Create and develop original ideas for theatrical performance that demonstrates a number of the devising elements. Reliable and enthusiastic group member who always shares inventive ideas on how to develop the drama. Always able to extend ideas and make reference to other sources of information. Contributes creative and practical suggestions of how space, set, lighting and other design ideas are used to create an inventive meaning.	Apply creative theatrical skills to realise artistic intentions in live performance. Interpreting characters in an interesting way. Demonstrate clear knowledge and understanding of how drama and theatre is developed and performed. Plays inventive characters very different to self, and stays in role. Aware of sight lines. Uses movement and voice to create meaning in a way which sustains audience attention throughout. Works well in an ensemble and can create rapport onstage with other actors.	Demonstrate clear knowledge and understanding of how drama and theatre is developed and performed. Correct use of subject specific terminology. Analyse and evaluate their own work and the work of others, showing clear and informed understanding. Able to analyse, evaluate and articulate a response to live performance which shows an excellent understanding of some subject specific terminology. Verbal or written response is inventive with evidence of independent learning and reference to success criteria.

<p>Secure</p> <p>Sometimes showing excellent work ethic but mainly good work and ideas.</p>	<p>Create and develop some ideas for theatrical performance that demonstrates a few of the devising elements. Often on task and a positive group member who can consistently share ideas for how to develop the drama, including good detail on narrative and character. Often shows some understanding of how space, set, lighting and other design ideas are used to create meaning.</p>	<p>Apply some theatrical skills to realise artistic intentions in live performance. Interpreting characters in a basic way. Demonstrate some knowledge and understanding of how drama and theatre is developed and performed. Plays characters similar to self well, and can be more diverse. Responds well to direction on sight lines, movement and voice. Listens consistently well in an ensemble and can share ideas. Helps to create meaning which engages an audience for the majority of a performance, with minor lapses in concentration and focus.</p>	<p>Demonstrate some knowledge and understanding of how drama and theatre is developed and performed. Some use of subject specific terminology. Analyse and evaluate their own work and the work of others, showing some understanding. Some ability to analyse, evaluate and articulate a response to live performance with good use of subject specific terminology. Verbal or written response is consistent with evidence of reflection and reference to success criteria.</p>
<p>Developing</p> <p>Developing- Showing good work ethic some of the time.</p>	<p>Create basic ideas for theatrical performance that demonstrates one of the devising elements with guidance. Finds group work tricky collating ideas together, more led by others. Listens and occasionally contributes restricted ideas for narrative and basic character. Can make limited suggestions for space, set, costume and/or lighting.</p>	<p>Apply limited theatrical skills to realise artistic intentions in live performance. Interpreting characters in a basic way with guidance. Demonstrate basic knowledge and understanding of how drama and theatre is developed and performed. Plays simple characters similar to self. Some basic response to direction on sight lines, movement and voice. Can occasionally struggle when working in an ensemble and at times shares basic ideas. Helps to create a limited meaning which engages an audience for the some of a performances, with lapses in concentration and focus.</p>	<p>Demonstrate basic knowledge and understanding of how drama and theatre is developed and performed. Limited use of subject specific terminology with guidance. Basic evaluation of their own work and the work of others. Can sometimes articulate a restricted response to live performance with occasional use of subject specific terminology, especially when supported by peers or teacher. Verbal response stronger than written, with some limited reference to a basic element of the success criteria.</p>