

## Drama KS3 Year 7 Assessment Criteria

	Creating	Performance	Evaluation
<b>Exceptional</b>  Consistently showing excellent work ethic.	Creates original and exciting dialogue and narrative for self and others. Shows understanding of dramatic arc, structure and character interaction. Uses design elements to enhance performance. Creates complex narratives and fully developed characters. Researches different texts	Plays a range of sophisticated 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 ensemble work and creates rapport onstage with other actors.	Able to analyse, evaluate and fully articulate a 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.
<b>Advanced</b>  Mainly showing excellent work ethic and ideas.	Reliable and enthusiastic group member who always shares ideas on how to develop the drama. Always able to extend ideas and make reference to sources of information. Contributes creative and practical suggestions of how space, set, lighting and other design ideas are used to create meaning.	Plays 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. Works well in an ensemble and can create rapport onstage with other actors.	Able to analyse, evaluate and articulate a response to live performance which shows an understanding of some subject specific terminology. Verbal or written response with evidence of independent learning and reference to success criteria.
<b>Secure</b>  Sometimes showing excellent work ethic but mainly good work and ideas.	Often on task and a positive group member who can share ideas for how to develop the drama, including detail on narrative and character. Often shows some understanding of how space, set, lighting and other design ideas are used to create meaning.	Plays characters similar to self well and can be more diverse. Responds well to direction on sight lines, movement and voice. Listens 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.	Some ability to analyse, evaluate and articulate a response to live performance with occasional use of subject specific terminology. Verbal or written response with evidence of reflection and reference to success criteria.
<b>Developing</b>  Developing- Showing good work ethic some of the time.	Participates well in group work led by others. Listens well and occasionally contributes ideas for narrative and character. Can make suggestions for space, set, costume and/or lighting.	Plays characters similar to self. Some response to direction on sight lines, movement and voice. Can work in an ensemble and occasionally share ideas. Helps to create meaning which engages an audience for the some of a performances, with lapses in concentration and focus.	Can sometimes articulate a 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 reference to an element of the success criteria.