

Drama - Key Stage 3 Level Descriptors

	Assessment Foci 1 - Developing	AF2 - Performing	AF3 - Evaluating
Level 8	Exceptional performance in the nature of developing drama work.	Outstanding work as an actor, director, technician.	Exceptional analysis of your work and others.
Level 7	Able to make a full contribution to discussions making connections between topics, genres and ideas, leading without dominating and can take on ideas of other group members to improve the work. An advanced level of understanding of actor and role. Write their own convincing scripts within specific genres.	Becoming a highly accomplished performer with a clear and thorough understanding of how to communicate with an audience. Able to apply with effect different drama genres, using drama terminology to describe your work in a professional manner. Generate your own stimulus material. Be able to direct play scripts.	Evaluations are informed and use analytical drama vocabulary. Making statements about others work in ways that explore issues, ideas and emotions. Make specific judgements about genres and elements of drama. Use technical terminology when assessing others' and your work, making your comments detailed and perceptive.
Level 6	Select from the resources available to you the most appropriate for your performance. Use space effectively and imaginatively. Be able to select the most appropriate convention to communicate your ideas. Select voice, expressions and body language to present your character. Organise and present performances to a range of audiences for different purposes and in a range of styles. Work consistently well with others.	Identify strengths and weaknesses within members of your group to work as a team. Identify the best drama convention to use to create believable characters. Understand and apply different genres in theatre and be able to discuss them in an informed way. Use correct terminology to describe your work and professional work and begin to analyse how actors, directors, technicians have achieved specific effects.	Watch the work of other students and analyse in depth how the actors and technicians are communicating ideas, emotions and feelings, both in discussion and in written work. Use correct terminology when describing your own work and the work of others, make critical judgements. Be able to identify theatre genres such as naturalism, physical theatre, pantomime, slap stick and how a particular genre has an effect on an audience.
Level 5	Work together in a group by listening and responding constructively and leading and managing your time. Use a variety of drama conventions and techniques to develop ideas, create roles and structure improvised plays. Recognise and understand different genres, i.e Pantomime, Melodrama, Physical theatre, in performance. Use drama terminology and apply. Respond creatively. Move drama scripts from page to stage.	Use sound and lighting effectively in your performance. Use space effectively in your performance to create different areas and levels on stage. Begin to select the correct drama convention and the right dramatic style to communicate your role. Sustain your role throughout the performance using voice, expression and body language effectively. Have an awareness of an audience, do they understand, who – your character, what - the plot, where – the setting.	Discuss in depth the way groups have presented their work: the characters, the way the story was told, technical contributions. Be able to identify what they communicated to the audience and whether it was successful. Use the correct terminology when writing or speaking about the dramas they have seen or been in. You should be able to work confidently with different styles of drama to develop your understanding of Drama, for example, Melodrama, forum theatre.
Level 4	Work confidently in groups, not just with friends and use time productively. Understand that there are different styles and genres and apply different drama terminology. Experiment with different Drama texts, trying them out practically. Write and perform your own scripts and be able to read with the right expression the work of other playwrights.	Choose the right technical equipment to create the correct atmosphere for your drama, lighting, music, set, sound effects. Use the space thoughtfully to create a dynamic stage. Become different characters. Use the right movements and voice for the character you are playing. Use different styles of performance to develop the drama further.	Consider yours and others work in ways that you could improve it without relying on input from the teacher. Understand Drama terminology, subject specific words like hot seating, forum theatre, cross cutting when the teacher uses them in relation to work. Recognise different styles when you see them and be able to comment on the intent behind the use of these styles.
Level 3	Devise plays when given a theme/object piece of music/idea to work on. Use Drama conventions like hot seating, thought tracking, still images to improve your work Become a character and work in groups without arguing.	Act out improvised dramas, scripts written by you or someone else. Play characters that are clearly not yourself and try different voices and ways of moving. Work well in a group, listening, sharing, learning lines, operating lights, work as a team.	Watch others work with respect and assess it showing you know what makes good drama and how you could improve your own and others work. Understand how you and others use character to communicate ideas to the audience. Understand how you and others use space on stage. Understand how you and others use theatre techniques.

Drama - Key Stage 4 Grade Descriptors

	Assessment Foci 1 – Practical exploration – developing	AF2 – Evaluation – documentary response
Grade A	<p>There is an outstanding understanding of the dramatic potential of the theme/topic/issue.</p> <p>There is an in-depth response to the use of strategies, elements and medium and a creative and collaborative in all practical tasks which are committed and</p> <p>Communication of ideas demonstrates an outstanding creative and imaginative facility that clearly benefits both the student and the work of others.</p>	<p>There is an outstanding evaluation of the student’s understanding the explored theme, topic or issue.</p> <p>The use of strategies and medium shows an outstanding knowledge of how they contribute the creation of dramatic form.</p> <p>There is an outstanding response to the work of others demonstrating a highly perceptive appreciation of the collaborative involvement required.</p>
Grade B	<p>There is an excellent understanding of the dramatic potential the theme/topic/issue.</p> <p>There is an assured use of strategies, elements and medium and a creative and collaborative involvement in all practical tasks which are committed and focused.</p> <p>Communication of ideas demonstrates an excellent creative and imaginative facility that benefits the student’s work and has some effect on the work of others.</p>	<p>There is an excellent evaluation of the student’s understanding of the explored theme, topic or issue.</p> <p>The use of strategies and medium shows an excellent knowledge of how they contribute to the creation of dramatic form.</p> <p>There is an excellent response to the work of others demonstrating a considerable appreciation of the collaborative involvement required</p>
Grade C	<p>There is a good understanding of the dramatic potential of the theme/topic/issue.</p> <p>There is an inconsistent use of strategies, elements and medium, and creative and collaborative involvement in practical tasks is irregular.</p> <p>Communication of ideas demonstrates a good creative and imaginative facility</p>	<p>There is a good evaluation of the student’s understanding of the explored theme, topic or issue.</p> <p>The use of strategies and medium a good knowledge of how they contribute to the creation dramatic form.</p> <p>There is a good response to the work of others demonstrating a notable appreciation of the collaborative involvement required.</p>
Grade D	<p>There is an adequate understanding of the dramatic potential of the theme/topic/issue.</p> <p>There is some use of strategies, elements and medium, and a creative and collaborative involvement in some practical tasks but there is a lack of commitment and focus.</p> <p>Communication of ideas demonstrates an adequate creative and imaginative facility.</p>	<p>There is an adequate evaluation of the student’s understanding of the explored theme, topic or issue.</p> <p>The use of strategies and medium shows an adequate knowledge of how they contribute to the creation of dramatic form.</p> <p>There is an adequate response to the work of others demonstrating some appreciation of the collaborative involvement required</p>
Grade E	<p>There is a limited understanding of the dramatic potential of the theme/topic/issue.</p> <p>There is poor use of strategies, element and medium and a lack of involvement in all practical tasks.</p> <p>Communication of ideas demonstrates a limited creative and imaginative facility</p>	<p>There is a limited evaluation of the student’s understanding of the explored theme, topic or issue.</p> <p>The use of strategies and medium shows a limited knowledge of how they contribute to the creation of dramatic form.</p> <p>There is a limited response to the work of others demonstrating little appreciation of the collaborative involvement required.</p>