

Band Descriptor	Creating	Performing	Responding
<p>Higher</p>	<ul style="list-style-type: none"> • Students will demonstrate exceptional understanding by taking an exemplary part in all drama activities. • Students demonstrate exceptional co-operation whilst working with a full range of peers. • Students supportively encourage and direct others while leading the creative process. • Students rehearse and develop their performance with focus and a highly developed understanding of the task, character and audience. • Students contribute imaginative ideas about techniques and characterisation. • Students upgrade work based on detailed direction and feedback and use this to create exceptional work. • During rehearsal students can suggest how the drama can be improved and how to do this. 	<ul style="list-style-type: none"> • Students create an original role by exceptional use of physical skills including: posture, gait, pace and stillness. • Students demonstrate flair in characterisation by use of vocal skill including intonation, pace, pause and projection to add exceptional impact • Students perform with exceptional focus, sustaining their character throughout and demonstrating excellent rapport with other group members. • Students' performance demonstrates strong understanding of pace, climax, mood, tension & atmosphere and its impact on the audience. • Students demonstrate in performance that work has been continuously refined and improved during the rehearsal process. • Students clearly perform a broad range of higher level drama skills including flash-back, physical theatre, choral movement and speech. 	<ul style="list-style-type: none"> • Students can make mature and in-depth analysis, showing exceptional understanding of the themes and symbols of a performance. • Students can evaluate and analyse performances using drama terms, describing the specific dramatic effect it had and the impact on the audience. • Students suggest fully justified and informed alternatives and improvements when watching and working on a performance. • Students demonstrate exceptional ability to “Talk like an Expert” when responding to drama, by using extensive drama terminology. • Students demonstrate a perceptive understanding of the play, stimuli, or performance studied during class discussion.

LITTLE HEATH SCHOOL KS3 ASSESSMENT CRITERIA: Drama

Intermediate	<ul style="list-style-type: none">• Students demonstrate a good understanding by taking an active part in all drama activities.• Students demonstrate good co-operation whilst working with a range of peers.• Students can encourage and offer directorial ideas within the creative process.• Students rehearse and develop their performance with focus and understanding of the task, character and audience.• Students contribute good ideas about techniques and characterisation.• Students can upgrade work based on direction and feedback and use this to create developed work.• During rehearsal students can sometimes suggest how the drama can be improved and how to do this.	<ul style="list-style-type: none">• Students create roles that demonstrate some clear changes in physical skills including: facial expression, gesture and body language.• Students create roles that demonstrate some clear changes in vocal skill including use of volume, pitch and pace.• Students perform with focus, staying in role throughout.• Students' performance demonstrates an awareness of mood & atmosphere and its impact on the audience.• Students demonstrate in performance that work has been refined and improved during the rehearsal process.• Students clearly perform a good range of drama skills including mime, still-image, flash-back, and canon.	<ul style="list-style-type: none">• Students speak with confidence about the key moments of a performance and the connections between mood, storyline and characters.• Students use some drama terms to describe and analyse the how specific details of design and drama communicate meaning.• Students demonstrate a good ability to “Talk like an Expert” when responding to drama, by using developed drama terminology.• Students identify and suggest alternatives and improvements when watching and working on a performance.• Students demonstrate a sound understanding of the play, stimuli, or performance studied during class discussion.
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LITTLE HEATH SCHOOL KS3 ASSESSMENT CRITERIA: Drama

Foundation	<ul style="list-style-type: none">• Students demonstrate an understanding by taking part in all drama activities.• Students demonstrate some co-operation whilst working with peers.• Students offer simple ideas within the creative process.• Students rehearse with some focus and understanding of the task and character.• Students will contribute simple ideas about techniques and characterisation, sometimes needing guidance.• Students are supported to upgrade work.• During rehearsal students prefer to be directed or led by peers.	<ul style="list-style-type: none">• Students create roles that demonstrate some changes in physical skills including: facial expression and body language.• Students create roles that demonstrate some changes in vocal skill including use of volume and pitch.• Students perform with some focus but sometimes giggle or lose concentration and character.• Sometimes demonstrates a lack awareness of audience.• Students perform using some drama skills including mime, still-image and slow motion.• Students can be seen and heard on stage.	<ul style="list-style-type: none">• Students can describe what happened in a performance and comment on the mood, story line and characters.• Students can explain what worked well in a performance and how a drama technique was used.• Students can comment generally on how an audience might react to a performance.• Students demonstrate emerging ability to “Talk like an Expert” when responding to drama, by using basic drama terminology.• Students are able to identify and describe some basic improvements for a performance to a partner or teacher.• Students demonstrate a basic understanding of the play, stimuli, or performance studied during class discussion.
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