

KS3 YEAR 7 DRAMA

Year 7	Creating	Performing	Analysing
9	<ul style="list-style-type: none"> Independent and imaginative in creating performances Communicates very well with others in the group Takes on a supportive leadership role to others Can create a clear, detailed and developed structure from beginning to end, that has been well rehearsed 	<ul style="list-style-type: none"> Complex and engaging character Clear characterisation using extremely detailed body language, facial expressions and gestures Excellent use of voice No mistakes Audience awareness is extremely high Wide range of detailed techniques used that have been well thought out, they are effective. 	<ul style="list-style-type: none"> Extremely developed evaluative skills Detailed analysis of texts Detailed awareness of work in progress/performance with specific strengths and weaknesses of own performance and that of others, with specific ways to improve in retrospect. Subject specific terminology is used effectively Developed justification of all ideas
8	<ul style="list-style-type: none"> Can work independently and creatively Co-operates well with others in a group Can create a clear structure that has been developed across the process 	<ul style="list-style-type: none"> Wide range of techniques used that have been well thought out. Convincing character. Clear understanding of character played of character played through voice. One mistake. Excellent audience awareness. 	<ul style="list-style-type: none"> Highly developed evaluative skills. Analysis of texts from recognised plays Critical awareness of work in progress and performance with own strengths and weaknesses, with some ways to improve performances of others. Subject specific is used effectively in written work to support all ideas. Detailed justification of all ideas.
7	<ul style="list-style-type: none"> Works productively with others Can work well to produce a good piece. Can explore ways to structure Drama and make informed choices (linear, non-naturalistic, surreal etc.,) 	<ul style="list-style-type: none"> Techniques have been used in performance and are In-depth and engaging character 	<ul style="list-style-type: none"> Well-developed evaluative skills. Critical awareness of our own progress/performance. Can use feedback successfully to improve and develop work effectively. Can justify some ideas.
6	<ul style="list-style-type: none"> Can communicate effectively with others Can work independently to create a piece Good structure in an effective piece Contributes ideas towards the overall performance. 	<ul style="list-style-type: none"> Mainly detailed and convincing character A few errors throughout performance performance Good audience awareness Good range of practical techniques in performance with understanding. Independent and confident use of vocal, physical and characterisation skills 	<ul style="list-style-type: none"> Good evaluative skills with detailed reasons. Good awareness of own work in performance and progress, is able to identify strengths and weaknesses and well as make changes based on feedback, to improve work. Clear identification of own contribution. Appropriate use of terminology.
5	<ul style="list-style-type: none"> Works with others to create performance and can work independent Knows how to put a piece together with structure 	<ul style="list-style-type: none"> Broadly accurate character. Use of techniques are evident and clear Independent use of vocal, physical and characterisation skills Able to apply practical skills securely 	<ul style="list-style-type: none"> Shows critical skills with reasons to support ideas. Some use of subject specific terminology. Aware of own contribution and that of others in written evaluation. Can improve work based on feedback. There is evidence of clear justification for ideas.
4	<ul style="list-style-type: none"> Can develop some ideas alone Simple beginning and end in structure 	<ul style="list-style-type: none"> Somewhat consistent character with some development. Can use some techniques in performance. Able to use pace, pause, pitch and tone to represent emotion. Errors may interrupt flow. Able to apply practical skills independently 	<ul style="list-style-type: none"> Some justification of ideas. Shows an awareness of own work in progress, the performance and others. Can understand from evaluating performances how to improve their own work, and that of others. Use of subject specific terminology is evident in work
3	<ul style="list-style-type: none"> Can suggest a few ideas Can develop ideas with the support of others An attempt at using structure 	<ul style="list-style-type: none"> Some awareness of the audience Inconsistent character Some pitch, pace, pause and tone used to reflect character but not consistently Practical skills used Some errors will interrupt flow performance 	<ul style="list-style-type: none"> Some justification of ideas. Shows an awareness of own work in progress, the performance and others, with vague reasons. Basic use of subject specific terminology.
2	<ul style="list-style-type: none"> Little contribution to the devising process Some skills to show co-operation with others. No clear beginning or end in structure of piece 	<ul style="list-style-type: none"> Basic acting with some focus Little awareness of the audience Little intonation used in vocal skills Little physical and facial expressions to reflect character Fluency of performance is affected by continual errors. 	<ul style="list-style-type: none"> Basic critical response to evaluate their own work and that of others. Little justification of ideas. Vague use of subject specific terminology with no understanding of what it means.
1	<ul style="list-style-type: none"> Little or no contribution to the devising process at all No structure 	<ul style="list-style-type: none"> No understanding of character in performance. No awareness of the audience No intonation used in vocal skills No physical and facial expressions to reflect character 	<ul style="list-style-type: none"> Simple and generalised response for evaluation of own work. No justification of ideas No subject specific terminology used at all.