

## KS3 YEAR 8 DRAMA

Year 8	Creating	Performing	Analysing
9	<ul style="list-style-type: none"> <li>Independent and imaginative in creating performances</li> <li>Communicates very well with others in the group</li> <li>Takes on a supportive leadership role to others</li> <li>Can create a clear, detailed and developed structure from beginning to end, that has been well rehearsed</li> </ul>	<ul style="list-style-type: none"> <li>Complex and engaging character</li> <li>Clear characterisation using extremely detailed body language, facial expressions and gestures</li> <li>Excellent use of voice</li> <li>No mistakes</li> <li>Audience awareness is extremely high</li> <li>Wide range of detailed techniques used that have been well thought out, they are effective.</li> <li>Themes explored in detail.</li> </ul>	<ul style="list-style-type: none"> <li>Extremely developed evaluative skills</li> <li>Detailed analysis of plays</li> <li>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.</li> <li>Subject specific terminology is used effectively</li> <li>Developed justification of all ideas</li> </ul>
8	<ul style="list-style-type: none"> <li>Can work independently and creatively</li> <li>Co-operates well with others in a group</li> <li>Can create a clear structure that has been developed across the process</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of techniques used that have been well thought out.</li> <li>Convincing character.</li> <li>Clear understanding of character played of character played through voice.</li> <li>One mistake.</li> <li>Excellent audience awareness.</li> <li>Complex themes explored.</li> </ul>	<ul style="list-style-type: none"> <li>Highly developed evaluative skills.</li> <li>Analysis of texts from recognised plays</li> <li>Critical awareness of work in progress and performance with own strengths and weaknesses, with some ways to improve performances of others.</li> <li>Subject specific is used effectively in written work to support all ideas.</li> <li>Detailed justification of all ideas.</li> </ul>
7	<ul style="list-style-type: none"> <li>Works productively with others</li> <li>Can work well to produce a good piece.</li> <li>Can explore ways to structure Drama and make informed choices (linear, non-naturalistic, surreal etc.,)</li> </ul>	<ul style="list-style-type: none"> <li>Techniques have been used in performance in a clear manner</li> <li>In-depth and engaging character</li> <li>Two mistakes</li> <li>Audience's attention is high throughout the piece.</li> <li>Complex themes</li> </ul>	<ul style="list-style-type: none"> <li>Well-developed evaluative skills.</li> <li>High knowledge and understanding of plays</li> <li>Critical awareness of our own progress/performance.</li> <li>Can use feedback successfully to improve and develop work effectively.</li> <li>Can justify some ideas.</li> </ul>
6	<ul style="list-style-type: none"> <li>Can communicate effectively with others</li> <li>Can work independently to create a piece</li> <li>Good structure in an effective piece</li> <li>Contributes ideas towards the overall performance.</li> </ul>	<ul style="list-style-type: none"> <li>Mainly detailed and convincing character</li> <li>A few errors throughout performance performance</li> <li>Good audience awareness</li> <li>Good range of practical techniques in performance with understanding.</li> <li>Independent and confident use of vocal, physical and characterisation skills</li> <li>A wide range of themes explored.</li> </ul>	<ul style="list-style-type: none"> <li>Good evaluative skills with detailed reasons.</li> <li>Good understanding of plays</li> <li>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.</li> <li>Clear identification of own contribution.</li> <li>Appropriate use of terminology.</li> </ul>
5	<ul style="list-style-type: none"> <li>Works with others to create performance and can work independent</li> <li>Knows how to put a piece together with structure</li> </ul>	<ul style="list-style-type: none"> <li>Broadly accurate character.</li> <li>Use of techniques are evident and clear</li> <li>Independent use of vocal, physical and characterisation skills</li> <li>Able to apply practical skills securely.</li> <li>A range of themes explored</li> </ul>	<ul style="list-style-type: none"> <li>Shows critical skills with reasons to support ideas.</li> <li>Clear understanding of plays</li> <li>Some use of subject specific terminology.</li> <li>Aware of own contribution and that of others in written evaluation.</li> <li>Can improve work based on feedback.</li> <li>There is evidence of clear justification for ideas.</li> </ul>
4	<ul style="list-style-type: none"> <li>Can develop some ideas alone</li> <li>Simple beginning and end in structure</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat consistent character with some development.</li> <li>Can use some techniques in performance.</li> <li>Able to use pace, pause, pitch and tone to represent emotion.</li> <li>Errors may interrupt flow.</li> <li>Able to apply practical skills independently</li> <li>Some themes explored within whole performance.</li> </ul>	<ul style="list-style-type: none"> <li>Some justification of ideas.</li> <li>There is some understanding of plays</li> <li>Shows an awareness of own work in progress, the performance and others.</li> <li>Can understand from evaluating performances how to improve their own work, and that of others.</li> <li>Use of subject specific terminology is evident in work</li> </ul>

## KS3 YEAR 8 DRAMA

3	<ul style="list-style-type: none"> <li>• Can suggest a few ideas</li> <li>• Can develop ideas with the support of others</li> <li>• An attempt at using structure</li> </ul>	<ul style="list-style-type: none"> <li>• Some awareness of the audience</li> <li>• Inconsistent character</li> <li>• Some pitch, pace, pause and tone used to reflect character but not consistently</li> <li>• Practical skills used</li> <li>• Some errors will interrupt flow performance.</li> <li>• Basic themes explored.</li> </ul>	<ul style="list-style-type: none"> <li>• Some justification of ideas.</li> <li>• Some basic understanding of plays</li> <li>• Shows an awareness of own work in progress, the performance and others, with vague reasons.</li> <li>• Basic use of subject specific terminology.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Little contribution to the devising process</li> <li>• Some skills to show co-operation with others.</li> <li>• No clear beginning or end in structure of piece</li> </ul>	<ul style="list-style-type: none"> <li>• Basic acting with some focus</li> <li>• Little awareness of the audience</li> <li>• Little intonation used in vocal skills</li> <li>• Little physical and facial expressions to reflect character</li> <li>• Fluency of performance is affected by continual errors.</li> <li>• Themes are not widely explored</li> </ul>	<ul style="list-style-type: none"> <li>• Basic critical response to evaluate their own work and that of others.</li> <li>• Minimal understanding of plays</li> <li>• Little justification of ideas.</li> <li>• Vague use of subject specific terminology with no understanding of what it means.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Little or no contribution to the devising process at all</li> <li>• No structure</li> </ul>	<ul style="list-style-type: none"> <li>• No understanding of character in performance.</li> <li>• No awareness of the audience</li> <li>• No intonation used in vocal skills</li> <li>• No physical and facial expressions to reflect character</li> <li>• No themes evident</li> </ul>	<ul style="list-style-type: none"> <li>• Simple and generalised response for evaluation of own work.</li> <li>• Little or no understanding of plays</li> <li>• No justification of ideas</li> <li>• No subject specific terminology used at all.</li> </ul>