

Drama KS3 Assessment Descriptors



Year 7

Level	Descriptors
Advanced	<i>Creating</i> • Works confidently and actively within the group, sharing ideas and identifying ways to enhance and develop the work. • Confidently and creatively applies a range of drama strategies and conventions, demonstrating inventive use of learned techniques and creating well-developed roles. • Shows a clear awareness of the group's creative aims and thoughtfully considers audience impact when refining work. <i>Performing</i> • Maintains strong focus throughout the performance and uses vocal and physical skills effectively to create a character, portray a role, and communicate emotions distinct from everyday self. • Confidently demonstrates a range of performance strategies and conventions within the piece, such as Still Image and Body as Prop. • Uses projection and vocal skills effectively, while employing body, facial expressions, and space successfully to enhance performance. Demonstrates a strong awareness of the audience throughout. <i>Responding</i> • Uses a wide range of drama terminology accurately and confidently when speaking and writing. • Shows the ability to analyse and evaluate the effectiveness of own work and the work of others with understanding and increasing precision, both verbally and in writing.
Secure	<i>Creating</i> • Stays focused during rehearsals most of the time and contributes ideas and simple suggestions to support collaborative work. • Helps to create a simple story, develops a character/role, and uses a range of techniques to create work effectively. • Shows awareness of the group's creative aims and considers audience impact when refining work. <i>Performing</i> • Maintains focus throughout the performance and demonstrates basic characterisation and role skills consistently. • Applies performance skills and techniques learned in lessons, such as Still Image and Body as Prop, with growing confidence and effectiveness. • Projects voice clearly and uses vocal skills successfully. Uses body, facial expressions, and space effectively when playing a role, while maintaining a sustained awareness of the audience. <i>Responding</i> • Uses basic drama terminology accurately when speaking and writing.

	Shows the ability to analyse and evaluate the effectiveness of own work and the work of others in a simple and clear way, both verbally and in writing.
Developing	<i>Creating</i> - Focuses successfully during rehearsals at times and makes valuable contributions to collaborative work. - Creates a simple story and character/role with support and guidance from the group or teacher. - Shows developing awareness of the group's creative aims and is beginning to consider audience impact when refining work. <i>Performing</i> - Stays focused for most of a performance and demonstrates developing characterisation and role skills. - Uses some of the techniques and conventions learned in lessons during performances and is building confidence in applying them effectively. - Can be heard throughout most of a performance and is developing the use of body, facial expressions, and space when playing a role. Shows growing awareness of the audience during performances. <i>Responding</i> - Uses some drama terminology appropriately when speaking and writing, with increasing consistency. - Shows a developing ability to analyse and evaluate the effectiveness of own work and the work of others, both verbally and in writing.
Foundation	<i>Creating</i> - Focuses during rehearsals and contributes to collaborative work. - Creates a simple story or character using basic conventions and techniques. - Demonstrates developing awareness of the group's creative aims and considers audience impact when creating, developing, and refining work. <i>Performing</i> - Is developing focus during performances and is beginning to explore characterisation and role skills. - Is building confidence in demonstrating the skills and techniques learned in lessons. - Is developing vocal, physical, and spatial skills to communicate more clearly in role and is beginning to show awareness of the audience. <i>Responding</i> - Is developing understanding and use of drama terminology when speaking and writing. - Is developing the ability to analyse and evaluate the effectiveness of own work and the work of others, both verbally and in writing.

Level	Descriptors
Advanced	<i>Creating</i> - Consistently contributes to and helps move the rehearsal process forward, demonstrating leadership skills and the ability to respond effectively to others' leadership, while maintaining fully consistent focus. - Uses a wide range of drama techniques and conventions inventively and with originality, developing highly effective and well-developed roles. - Creates drama in a variety of styles and devises well-developed, convincing characters. - Shows a strong awareness of the group's creative aims and consistently considers audience impact when refining and improving work. <i>Performing</i> - Conveys well-sustained and convincing characters with confidence and originality, while supporting others effectively on stage and remaining fully immersed in role. - Demonstrates strong and effective use of drama strategies and conventions with maturity and control in performance. - Uses projection and vocal skills with an excellent level of success, and employs body, facial expression, and space highly effectively, showing excellent awareness of the audience throughout. <i>Responding</i> - Uses an excellent range of drama terminology accurately and confidently when speaking and writing. - Demonstrates an excellent ability to analyse and evaluate the effectiveness of own work and the work of others with clarity, depth, and precision, both verbally and in writing.
Secure	<i>Creating</i> - Works confidently and actively within the group, sharing ideas and identifying ways to enhance and develop the work. - Confidently and creatively applies a range of drama strategies and conventions, demonstrating inventive use of learned techniques and creating well-developed roles. - Shows a clear awareness of the group's creative aims and thoughtfully considers audience impact when refining work. <i>Performing</i> - Maintains strong focus throughout the performance and uses vocal and physical skills effectively to create a character, portray a role, and communicate emotions distinct from everyday self. - Confidently demonstrates a range of performance strategies and conventions within the piece, such as Still Image and Body as Prop. - Uses projection and vocal skills effectively, while employing body, facial expressions, and space successfully to enhance performance. Demonstrates a strong awareness of the audience throughout. <i>Responding</i>

	• Uses a wide range of drama terminology accurately and confidently when speaking and writing. • Shows the ability to analyse and evaluate the effectiveness of own work and the work of others with understanding and increasing precision, both verbally and in writing.
Developing	<i>Creating</i> • Stays focused during rehearsals most of the time and contributes ideas and simple suggestions to support collaborative work. • Helps to create a simple story, develops a character/role, and uses a range of techniques to create work effectively. • Shows awareness of the group's creative aims and considers audience impact when refining work. <i>Performing</i> • Maintains focus throughout the performance and demonstrates basic characterisation and role skills consistently. • Applies performance skills and techniques learned in lessons, such as Still Image and Body as Prop, with growing confidence and effectiveness. • Projects voice clearly and uses vocal skills successfully. Uses body, facial expressions, and space effectively when playing a role, while maintaining a sustained awareness of the audience. <i>Responding</i> • Uses basic drama terminology accurately when speaking and writing. • Shows the ability to analyse and evaluate the effectiveness of own work and the work of others in a simple and clear way, both verbally and in writing.
Foundation	<i>Creating</i> • Focuses successfully during rehearsals at times and makes valuable contributions to collaborative work. • Creates a simple story and character/role with support and guidance from the group or teacher. • Shows developing awareness of the group's creative aims and is beginning to consider audience impact when refining work. <i>Performing</i> • Stays focused for most of a performance and demonstrates developing characterisation and role skills. • Uses some of the techniques and conventions learned in lessons during performances and is building confidence in applying them effectively. • Can be heard throughout most of a performance and is developing the use of body, facial expressions, and space when playing a role. Shows growing awareness of the audience during performances. <i>Responding</i> • Uses some drama terminology appropriately when speaking and writing, with increasing consistency. • Shows a developing ability to analyse and evaluate the effectiveness of own work and the work of others, both verbally and in writing.

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Advanced	<i>Creating</i> • Contributes significantly to a positive working atmosphere, demonstrating excellent collaboration and leadership skills. • Experiments creatively with a wide range of drama conventions and techniques, using them extremely effectively to create highly detailed and original roles. • Works diligently to develop and refine own and group work, offering clear, detailed, and constructive suggestions for improvement. • Shows an excellent awareness of the group's creative aims and consistently considers audience impact when refining and improving work. <i>Performing</i> • Performs with outstanding application of performance skills and demonstrates sensitive, responsive interaction with other performers, maintaining a fully realised character throughout. • Demonstrates outstanding use of drama strategies and conventions with maturity, control, and consistency in performance. • Uses projection and vocal skills with an outstanding level of success, and employs body, facial expression, and space with exceptional control, showing outstanding awareness of the audience throughout. <i>Responding</i> • Uses an outstanding range of drama terminology accurately and confidently when speaking and writing. • Demonstrates an outstanding ability to analyse and evaluate the effectiveness of own work and the work of others with depth, clarity, and precision, both verbally and in writing.
Secure	<i>Creating</i> • Consistently contributes to and helps move the rehearsal process forward, demonstrating leadership skills and the ability to respond effectively to others' leadership, while maintaining fully consistent focus. • Uses a wide range of drama techniques and conventions inventively and with originality, developing highly effective and well-developed roles. • Creates drama in a variety of styles and devises well-developed, convincing characters. • Shows a strong awareness of the group's creative aims and consistently considers audience impact when refining and improving work. <i>Performing</i> • Conveys well-sustained and convincing characters with confidence and originality, while supporting others effectively on stage and remaining fully immersed in role. • Demonstrates strong and effective use of drama strategies and conventions with maturity and control in performance. • Uses projection and vocal skills with an excellent level of success, and employs body, facial expression, and space highly effectively, showing excellent awareness of the audience throughout. <i>Responding</i>

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