

Drama Assessment criteria

	Foundation (1-3)	Developing (4-5)	Secure (6-7)	Excellence (8-9)
End of Year 7	<ul style="list-style-type: none"> • I can discuss the plot of a play in a limited manner. • I can identify and offer limited targets for improvement. • I can work with others in a group and offer limited ideas when prompted. • I can create a simple character I can create a simple character time. • I sometimes face the audience. • I remember some lines, movements and gestures. • I can write limited statements about my practical work. 	<ul style="list-style-type: none"> • I can adequately identify features of good performance work. • I listen to and work well with others. • I offer adequate and sometimes good suggestions to develop my own and others' roles. • I can adequately sustain a role and am aware of what I want to communicate to the audience. • I can write in full about my strengths and weaknesses. 	<ul style="list-style-type: none"> • I can compare drama interpretations, approaches and styles. • I make excellent suggestions that develop my own work and the work of others. • I cooperate well in rehearsals and support others with sensitivity in rehearsal. • I can use a number of drama exploratory techniques with purpose and understanding. • I have an excellent use of vocal expression, movement and gestures. • I can write evaluations that demonstrate an excellent level of understanding of the skills and processes of drama through extended writing. 	<ul style="list-style-type: none"> • I show an outstanding understanding of drama genres, styles, conventions and techniques. • I work with outstanding commitment and lead a group. • I have outstanding control over all aspects of stage performance and can demonstrate a wide range of acting styles. • I create outstanding complex roles that have depth and a high level of contextual awareness. • I use drama terminology with accuracy and demonstrate a very high level of literacy.
End of Year 8	<ul style="list-style-type: none"> • I can discuss the plot of a play and the purpose of key characters. • I can identify targets for improvement and implement them within my work. • I can create a character and remain focused for the majority of a performance. • I can face the audience throughout a performance and use appropriate vocal expression, movement and gestures. • I can write statements about my practical work using some appropriate terminology. 	<ul style="list-style-type: none"> • I can identify strengths and weaknesses in both my work and that of others. • I can stay focused in rehearsal and suggest some good ideas to develop the work. • I can create a developed character through good use of vocal expression, movement and gesture. • I can convey ideas to an audience through my performance. • I can write thoughtfully about the skills and processes of drama. 	<ul style="list-style-type: none"> • I can analyse and evaluate play scripts, styles and genres perceptively. • I can lead and support others sensitively, making excellent contributions which improve the effectiveness of the work. • I can develop a variety of characters and create and explore drama for a range of purposes. • I have excellent control over all aspects of stage performance, showing confidence, originality and commitment in role. • My performance contributes in conveying the plays intentions to an audience. • I write analytically and in depth about drama skills, processes and techniques using drama terminology. 	<ul style="list-style-type: none"> • I work with outstanding commitment and sensitivity in a group, leading and inspiring others. • I support other performers consistently and demonstrate a very high level of audience awareness. • My performances are outstanding and demonstrate originality and flair. • My characterisation is outstanding and complex and clearly communicates a mood and atmosphere to an audience. • My written work is perceptive, analytical and detailed, showing original insight.