

Drama KS3 Level Descriptors

Grades	Year 7	Year 8	Year 9
<p>Exceptional</p>	<ul style="list-style-type: none"> • To be able effectively use tone and pitch when performing in front of the group. • To be able to use actions/gestures when developing a character. • To be able to develop your own performance with little guidance from the teacher. • To be able to peer and self-assess a performance verbally and in written form. • To have an some understanding of subject terminology. • To successfully apply at least two drama skills to your performance. 	<ul style="list-style-type: none"> • To have an excellent understanding of subject terminology and can give clear examples verbally and written. • To use vocal skills effectively to convey emotions in a scene. • To use physical skills effectively to communicate stereotypes. • To have an excellent understanding of different genres of drama. • To be able to creatively develop work using different styles of theatre with guidance. • To successfully be able to apply at least 4 drama conventions to a performance. 	<ul style="list-style-type: none"> • A wide range of vocal skills are demonstrated to show character, context and situation. • Movement skills are used confidently and precisely, in an effective way. • To be able to devise a piece of drama independently with no guidance from the teacher using a range of drama conventions. • To be able to challenge yourself to play roles that are outside of your comfort zone. I.e. Abstract characters, characters with accents etc. • To creatively write or produce scripts that challenge that audience to think. • To be able to lead a group.
<p>Proficient</p>	<ul style="list-style-type: none"> • To attempt to apply at least two drama skills to your performance. • To attempt to use vocal and physical skills when developing a character. 	<ul style="list-style-type: none"> • To have a good understanding of subject terminology and can give examples. • To attempt to use vocal skills effectively to convey emotions in a scene. 	<ul style="list-style-type: none"> • A range of vocal skills are demonstrated to show character, context. • Movement skills are used to communicate a character or idea

	<ul style="list-style-type: none"> • To attempt to identify things for improvement in a performance. • To be able to create a performance with clear direction from the teacher. • To confidently speak in front of others on stage. 	<ul style="list-style-type: none"> • To attempt use physical skills effectively to communicate stereotypes. • To have a good understanding of different genres of drama. To be able to research a range of stimuli. • To attempt to creatively develop work using different styles of theatre. • To attempt to apply at least 4 drama conventions to a performance. 	<ul style="list-style-type: none"> • Good Leadership skills and supports others in the group. • Personal interpretation is appropriate to the play as a whole. Artistic intentions are achieved. • To effectively peer assess using the correct subject terminology. Detailed example to back up your points. • To be able to perform effectively and confidently on stage using drama conventions that are appropriate. • To be able to write a script with a group
Core	<ul style="list-style-type: none"> • To be able to create a short scene in a group with guidance • To project your voice during performance. • To be able to create freeze frames to tell a story. • To understand how to develop a character using vocal and physical skills. 	<ul style="list-style-type: none"> • To be able to use a stimulus as a starting point to create work. • To be able to recognise your own strengths and points for improvement. • To have some understanding of different genres of theatre. • To be able to use gestures that link to a stereotype. • To be able to use vocal skills that link to different stereotypes. 	<ul style="list-style-type: none"> • To be able to work with a number of different stimuli. • To be able to describe how and why work is successful verbal and in written work. • Developing an understanding of all dramatic conventions and where to use them. • Good use of physical and vocal skills that are relevant. • To be able to write a script with guidance.
	<ul style="list-style-type: none"> • To be able to focus on the task. • To be able to work with others. 	<ul style="list-style-type: none"> • To understand different styles of theatre. 	<ul style="list-style-type: none"> • To have a clear understanding of the script writing process.

<p>Foundation</p>	<ul style="list-style-type: none">• To be able to speak in front of the class.• To explain why you liked a performance after you have watched it.• To understand what vocal and physical skills are.	<ul style="list-style-type: none">• To be able to work independently as well as with others.• To focus on your own individual character skills using character profiles.• To understand how to use vocal and physical skills to show emotions.	<ul style="list-style-type: none">• To be able to identify context and key themes in plays.• To understand how to devise or direct a piece of drama using dramatic conventions.• To be able to use vocal and physical skills effectively.
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