



HALEWOOD
ACADEMY



KEY STAGE 3 Y7 - Y9



ASSESSMENT STEPS



Drama

'We Seek the Best'

<div>Key Stage 3 Descriptors</div> <div> <div> <div>Excelling</div> <div>+</div> <div>(Projected Grade 9 at GCSE)</div> </div> <div> <div>Mastering</div> <div>+</div> <div>(Projected Grades 6 - 8 at GCSE)</div> </div> </div>	<div>Key Knowledge Skills and Understanding for Key Stage 3</div> <div>What do students know and what can they do?</div>		
	Creating	Performing	Evaluating
	<ul style="list-style-type: none"> Demonstrate outstanding leadership skills, by working creatively alongside other members of the group by driving the exploration forward. Fully analyse a script /stimuli considering style, historical context and character development. Fully research a given script/theme and its dramatic potential. Successfully apply a range of explorative strategies, techniques, to create an original performance, justifying why they are relevant. 	<ul style="list-style-type: none"> Demonstrate outstanding commitment when staying in role, delivering lines flawlessly with creative and confident characterisation. Convincingly apply appropriate vocal skills to their performance. Convincingly apply appropriate physical skills to their performance. Demonstrate outstanding awareness of blocking, proximity and audience when performing. 	<ul style="list-style-type: none"> Demonstrate sophisticated, analytical drama vocabulary with technical accuracy. Set specific targets that have a clear outline as how they will be achieved. Demonstrate advanced drama terminology when analysing the work of others, by giving them feedback to improve their work.
	<ul style="list-style-type: none"> Demonstrate strong leadership and listening skills in order to create a positive and productive environment in which a group can create excellent performance work, Confidently analyse a script/stimuli considering style, historical context and character development. Research a given script/theme and its dramatic potential. Clearly apply a range of explorative strategies. techniques to create an original performance. 	<ul style="list-style-type: none"> Can stay in role all of the time showing an impressive level of commitment to the performance. Clearly apply vocal skills to their performance. Clear apply physical skills to their performance. Demonstrate good understanding of blocking, proximity and audience when performing. 	<ul style="list-style-type: none"> Demonstrate a wide range of drama specific vocabulary. Set targets and explain how they can be achieved. Reflect honestly and constructively verbally and in written work when discussing the work of others.

Key Stage 3 Descriptors	Descriptors of Key Knowledge Skills and Understanding for Key Stage 3 What do students know and what can they do?		
	Creating	Performing	Evaluating
	<ul style="list-style-type: none"> Adequately demonstrates team work by contributing ideas that can support the performance to move forward. Demonstrate some skills to analyze a text/stimuli considering style and context. Adequately research a given script/theme. Recognize a range of explorative strategies, techniques and apply to a good degree to create an effective performance. 	<ul style="list-style-type: none"> Can stay focused in role for most of the performance. Adequately can apply vocal skills to their performance. Adequately can apply physical skills to their performance. Demonstrate adequate awareness of blocking, spacing and audience when performing. 	<ul style="list-style-type: none"> Demonstrate an increasingly wide range of drama vocabulary, with a good degree of accuracy. Offer some ideas and targets in order to improve work. Outline some improvements to peers suggesting some skills that they can improve on.
	<ul style="list-style-type: none"> Sometimes can take responsibility for their work by contributing ideas when prompted. Demonstrate basic understanding of the text/stimuli and its genre and style. Demonstrate basic research skills. Apply basic drama techniques to the performance without being prompted. 	<ul style="list-style-type: none"> Can stay in role for part of my performance. Sometimes apply vocal skills to their performance. Sometimes apply physical skills to their performance. Apply some movement and blocking when performing. 	<ul style="list-style-type: none"> Demonstrate a developing range of drama vocabulary. Discuss what you have done and make limited suggestions for improvements. Suggest limited ideas to peers on how to improve their work.
<ul style="list-style-type: none"> Emerging + (Below GCSE Grading) 	<ul style="list-style-type: none"> Participate in group work, by taking lead from others and develops limited ideas based on the groups overall idea. Demonstrate basic skills to look at a script/stimuli and understanding meaning. Show basic understanding of the script/theme. Demonstrate limited drama techniques with some success supported by the group. 	<ul style="list-style-type: none"> Can stay in role for some parts of the performance, can struggle to sustain character. Demonstrate basic understanding of vocal skills Demonstrate basic physical skills. Demonstrate basic spatial awareness when performing. 	<ul style="list-style-type: none"> Demonstrate basic vocabulary primarily key words from the topic being explored. Use basic drama language when discussing how to improve your work. Use basic drama terminology when suggesting how to improve peer work.



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KEY STAGE 4 Y10 - Y11




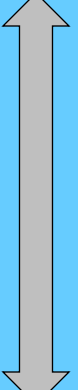

ASSESSMENT STEPS






Drama

'We Seek the Best'

Key Stage 4 Descriptors	Descriptors of Key Knowledge Skills and Understanding for Key Stage 4		
	COMPONENT 1 • AO3: • AO4:	COMPONENT 2 – LOG ONLY • AO1 / AO4:	COMPONENT 2 / COMPONENT 3 • AO2: PERFORMANCES ONLY
9	<ul style="list-style-type: none"> •Excellent understanding of play/extract and creation of meaning demonstrated which is insightful and creative. •Can offer comprehensive explanations for the creative intentions of the performance/play and precise details are offered throughout. •Confident and accomplished use of terminology drama terminology. •Excellent analysis and evaluation which is insightful and critical. 	<ul style="list-style-type: none"> •The explanations given are excellent skills in creating and developing ideas to communicate meaning. • There is evidence of a highly developed and highly creative response throughout. •The response offers extensive and effective development explanations. •It is insightful and highly critical with effective judgments. • Precise details are provided throughout. 	<ul style="list-style-type: none"> •Excellent contribution to performance: •An extensive range of skills are demonstrated. •Skills are deployed precisely and in a highly effective way. •Personal interpretation is entirely appropriate with outstanding contribution to effectiveness of the performance. •Artistic intentions are entirely achieved and highly creative.
8	<ul style="list-style-type: none"> •Excellent understanding of play/extract and creation of meaning demonstrated. •Can offer comprehensive explanations for the creative intentions of the performance/play and precise details are offered throughout. •Confident and accomplished use of terminology drama terminology. •Excellent analysis and evaluation. •Precise details are offered throughout. 	<ul style="list-style-type: none"> •The explanations given are mostly excellent skills in creating and developing ideas to communicate meaning. • There is evidence of a highly developed and highly creative response. •The response offers mostly extensive and effective development explanations. •It is mostly insightful and highly critical with effective judgements. • Precise details are provided throughout. 	<ul style="list-style-type: none"> •Excellent contribution to performance: •An extensive range of skills are demonstrated mostly throughout. •Skills are deployed creatively, mostly precisely and in a highly effective way. •Personal interpretation is almost entirely appropriate with outstanding contribution to the effectiveness of the performance. •Artistic intentions are almost entirely achieved.
7	<ul style="list-style-type: none"> •Strong understanding of play/extract and creation of meaning demonstrated. •Offers developed explanations for the creative intentions of the performance with precise details offered. •Developed use of appropriate drama terminology •Assured and developed analysis and evaluation. 	<ul style="list-style-type: none"> •The explanations given demonstrate some excellent skills in creating and developing ideas to communicate meaning. • There is evidence of a developed and creative response. •The response offers mostly extensive and effective development explanations. •It is mostly insightful and highly critical with effective judgments. • Precise details are provided throughout. 	<ul style="list-style-type: none"> •Excellent contribution to performance: •An extensive range of skills are demonstrated mostly throughout. •Skills are deployed precisely and in a highly effective way. •Personal interpretation is most of the time highly sensitive with good contribution to the effectiveness of the performance. •Artistic intentions are achieved most of the time.

Key Stage 4 Descriptors	Grade Descriptors for Key Stage 4		
	COMPONENT 1 • AO3: • AO4:	COMPONENT 2 • AO1: • AO2: • AO4:	COMPONENT 3 • AO2:
6 	<ul style="list-style-type: none"> • Good understanding of play/extract and creation of meaning demonstrated. • Offers sustained explanations for the creative intentions of the performance/play with some precise details. • Secure and consistent use of appropriate drama terminology Secure analysis and evaluation is present	<ul style="list-style-type: none"> • The explanations given demonstrate good skills in creating and developing ideas to communicate meaning. • There is evidence of a well-developed and creative response. • The response offers good and effective development explanations. • It offers good analysis and evaluations with effective judgments. • Precise details are provided. 	<ul style="list-style-type: none"> • Good contribution to performance: • Wide range of skills are demonstrated. • Skills are deployed confidently and in a mostly effective way. • Personal interpretation exhibits a good degree of appropriateness with good contribution to the effectiveness of the performance. • Artistic intentions are mostly achieved.
5 	<ul style="list-style-type: none"> • Some understanding of play/extract and creation of meaning is demonstrated. • Offers explanations for the creative intentions of the performance/play with some specific details but these are not sustained throughout. • Use of appropriate drama terminology is seen but not developed throughout. • Analysis and evaluation present but these are not sustained throughout. 	<ul style="list-style-type: none"> • The explanations given demonstrate reasonably good skills in creating and developing ideas to communicate meaning. • There is evidence of reasonable developed and creative response. • The response offers some good development explanations. • There is evidence of some analysis and evaluations with some good effective judgments. • There is evidence of some specific details. 	<ul style="list-style-type: none"> • Good contribution to performance: • Wide range of skills are demonstrated. • Skills are deployed confidently and in a mostly effective way. • Personal interpretation exhibits a good degree of appropriateness with good degree of contribution to the effectiveness of the performance. • Artistic intentions are mostly achieved.
4 	<ul style="list-style-type: none"> • Some reasonable demonstration of knowledge of play/extract and creating meaning although not always accurate. • Offers adequate explanations of the creative intentions for the performance/play with occasional specific details. • Generally adequate use of drama terminology which is sometimes appropriate. • Generally adequate analysis with basic evaluation. 	<ul style="list-style-type: none"> • The explanations given demonstrate reasonable skills in creating and developing ideas to communicate meaning. • There is evidence of some developed and creative response. • The response offers some development explanations. • There is evidence of some analysis and evaluations. • There are occasional specific details provided. 	<ul style="list-style-type: none"> • Reasonable contribution to performance: • Fair range of skills are demonstrated. • Skills are deployed with care and with effectiveness in places. • Personal interpretation has some relevance and has some contribution to the effectiveness of the performance. • Artistic intentions are partly achieved.

Key Stage 4 Descriptors	Grade Descriptors for Key Stage 4		
	COMPONENT 1 • AO3: • AO4:	COMPONENT 2 • AO1: • AO2: • AO4:	COMPONENT 3 • AO2:
3 	<ul style="list-style-type: none"> •Some understanding of the play/extract and creating meaning. •Offers a basic, explanation of the creative intentions for the performance/play, some development is seen and occasional details offered. •Has some adequate use of drama terminology which is sometimes appropriate. •Some adequate analysis with basic evaluation 	<ul style="list-style-type: none"> •The explanations given demonstrate some basic skills in creating and developing ideas to communicate meaning. • There is evidence of some developing ideas. •The response offers some explanations. •There is evidence of some basic analysis and evaluations. • There are limited details provided. 	<ul style="list-style-type: none"> •Reasonable contribution to performance: •Fair range of skills are demonstrated. •Skills are deployed with care and with effectiveness in places. •Personal interpretation has some relevance and some contribution to the effectiveness of performance. •Artistic intentions are partly achieved.
2 	<ul style="list-style-type: none"> •Limited understanding of the play/extract and creating meaning. •Offers a basic and underdeveloped explanation of the play, extract and skills. • Drama terminology is limited or inconsistent which is not always appropriate. • Limited analysis and evaluation. 	<ul style="list-style-type: none"> •The explanations given demonstrate limited skills in creating and developing ideas to communicate meaning. • There is limited evidence of some developing ideas. •The response offers some limited explanations. •There is limited evidence of analysis and evaluation. • Not many details are provided. 	<ul style="list-style-type: none"> •Limited contribution to performance: •Narrow range of skills are demonstrated. •Skills are deployed uncertainly with little effectiveness. •Personal interpretation lacks appropriateness and lacks contribution to the effectiveness. •Artistic intentions are achieved to a minimal extent.
1 	<ul style="list-style-type: none"> •Inaccurate or limited understanding of the play/extract and creating meaning. •Offers very limited and underdeveloped explanation of performance skills. •Drama terminology is limited or inconsistent and not always appropriate. •Very limited analysis and evaluation which relies on description. 	<ul style="list-style-type: none"> •The explanations given demonstrate limited basic skills in creating and developing ideas. • There is little evidence of developing ideas. •The response has very few explanations. •There is little evidence of analysis or evaluation. • Minimal detail is provided. 	<ul style="list-style-type: none"> •Limited contribution to performance: •Narrow range of skills are demonstrated. •Skills are deployed uncertainly with little effectiveness. •Personal interpretation lacks appropriateness and lacks effectiveness. •Artistic intentions are achieved to a minimal extent.