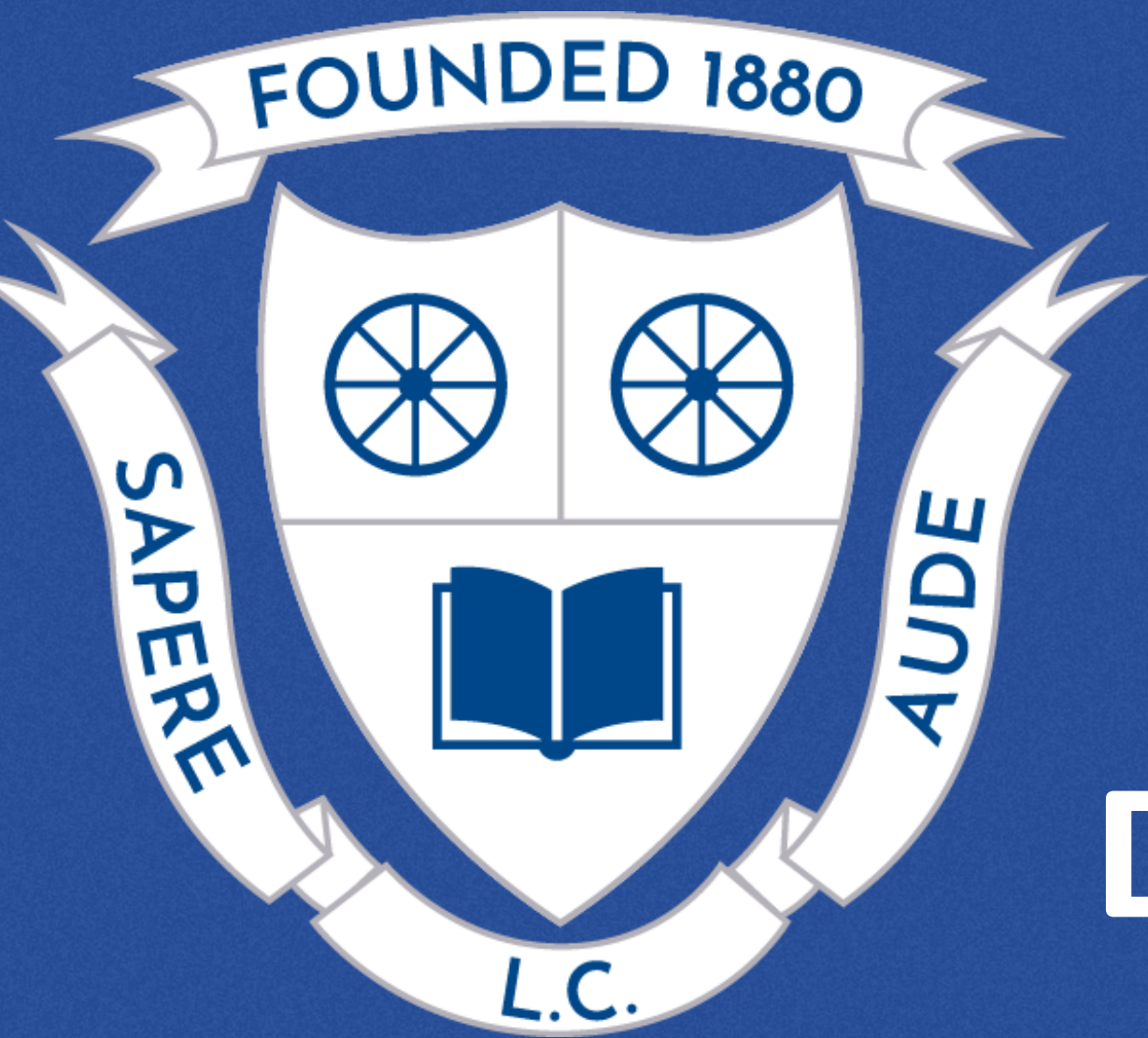




KS3 ASSESSMENT FRAMEWORK:

DRAMA

DRAMA: Year 7 Assessment Framework

	Communication	Creativity	Collaboration
Developing	Demonstrates some movement, voice, facial expression and energy during performance but lacks consistence in sustaining character and focus. Performance choices are often underdeveloped.	Contributes simple ideas to devised work with support. Demonstrates limited use of drama conventions and basic character interpretation.	Participates in group tasks when directed. Makes some contributions and can identify simple strengths in performance work with guidance.
Approaching	Demonstrates movement, voice and facial expression with some confidence. Maintains role for parts of the performance and begins to communicate character and intention.	Uses some drama conventions appropriately and contributes ideas that help develop performance work. Begins to shape scenes with a clear narrative and purpose.	Works positively with others, shares ideas and responds to feedback. Demonstrates teamwork in most rehearsals.
Secure	Demonstrates clear vocal and physical skills throughout most performances. Sustains character, focus and energy to communicate meaning effectively to an audience.	Uses drama conventions effectively to develop engaging scenes. Makes creative choices about character, structure and staging which support the intended narrative.	Collaborates well with others, contributes consistently, reflects accurately on performance work and uses feedback to make improvements.
Extending	Performs with confidence, conviction and control. Sustains character throughout and uses a wide range of vocal and physical skills to engage an audience.	Demonstrates originality and imagination when creating drama. Selects and applies conventions purposefully to create detailed and effective performance work.	Demonstrates leadership within rehearsals, supports others' development and independently refines work through reflection and evaluation.

DRAMA: Year 8 Assessment Framework

	Communication	Creativity	Collaboration
Developing	Demonstrates some vocal and physical skills but lacks consistency with maintaining character, style or performance focus.	Demonstrates limited understanding of theatrical style. Uses a small range of conventions and creative ideas in performance work.	Participates in group work but contributions and reflections are inconsistent.
Approaching	Maintains character for much of the performance and demonstrates some control of voice, movement and facial expression. Begins to communicate style and genre appropriately.	Uses conventions and performance techniques to create scenes that reflect the intended style. Begins to make considered creative decisions.	Contributes regularly to rehearsals, listens to others and responds to feedback positively.
Secure	Uses vocal and physical skills confidently to communicate character, emotion and genre. Sustains focus and intention in performance.	Creates engaging performance material using conventions associated with melodrama, comedy and scripted work. Demonstrates secure understanding of style.	Works effectively within an ensemble, communicates clearly and refines work through feedback and rehearsal.
Extending	Demonstrates a sophisticated range of vocal and physical skills. Maintains character confidently and communicates genre, style and intention with clarity throughout.	Demonstrates originality and creativity when developing performance work. Applies conventions skilfully and adapts ideas to enhance audience engagement.	Demonstrates strong leadership, supports the creative process and independently evaluates how to improve performance outcomes.

DRAMA: Year 9 Assessment Framework

	Communication	Creativity	Comprehension
Developing	Demonstrates some vocal and physical skills but performances lack consistency, conviction or sustained characterisation. Audience engagement is limited.	Contributes basic ideas to scripted or devised work. Demonstrates limited understanding of style, practitioner influence or dramatic conventions.	Demonstrates basic recall of drama knowledge and terminology. Makes simple comments about performance work but descriptions are often general and lack supporting reasons. Shows limited understanding of style, practitioner influence, genre or interpretation.
Approaching	Demonstrates reasonable control of vocal and physical skills. Maintains character for most of a performance and communicates meaning with some confidence.	Uses conventions and techniques to shape devised and scripted work. Begins to demonstrate understanding of practitioner influence and theatrical style.	Demonstrates some understanding of drama terminology, style and practitioner influences. Describes strengths and areas for improvement in performance work and gives some simple reasons for opinions. Begins to explain how performance choices communicate meaning and audience impact.
Secure	Demonstrates confident vocal and physical communication. Sustains character, focus and intention throughout most performances and engages an audience effectively.	Creates and develops performance material using conventions, structure and practitioner influences purposefully. Communicates clear dramatic intentions.	Demonstrates secure knowledge and understanding of drama concepts, terminology, practitioners and theatrical styles. Analyses performance work with relevant examples and explains how creative choices communicate intention and impact. Justifies ideas using appropriate drama vocabulary and shows clear understanding of interpretation.
Extending	Demonstrates highly effective vocal and physical skills with confidence, conviction and artistry. Maintains character throughout and communicates sophisticated meaning and emotion.	Produces imaginative and purposeful performance work. Applies conventions, style, symbolism and practitioner influences with sophistication to communicate complex intentions.	Demonstrates detailed and confident understanding of drama and theatre. Uses a wide range of subject-specific terminology accurately when analysing and evaluating work. Independently justifies interpretations and performance choices using evidence, making perceptive links between intention, style, practitioner influence, audience response and overall impact.