

Drama 9-1 Grade Explanations

Assessment Objective	WT	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
AO1 Creating	I can respond to themes in a group.	I can explore familiar themes and characters.	I can explore and/or research factual contexts for drama. I can record and share findings, discussing possible ideas for the drama.	I can respond to stimulus material including scripts of performances, plan drama and note ideas which demonstrate imagination and originality.	I can respond to a wide range of stimulus material including scripts. I can plan a performance and note ideas which demonstrate imagination and originality.	I can research /record in a working portfolio the context of characters and experiment with how these can be realised in performance.	I can use relevant research and record in a working portfolio the psychology and context of characters and experiment with how these can be realised in performance.	I can demonstrate in a working portfolio thoroughness of research, knowledge and development of ideas with others and appropriateness of decisions taken.	I can demonstrate in a working portfolio excellent relevant research, knowledge and significant development of ideas with others and appropriateness of decisions taken. Detailed character development must also be shown.	I can demonstrate in a working portfolio thoroughness of relevant and specific research, knowledge and development of ideas with others and appropriateness of decisions taken. Thorough character development must also be shown.
	I can use imagination.	I can use my imagination to plan a performance with others.	I can develop ideas when devising work. I can create ideas for performance, considering appropriate starting points, key moments and endings.	I can challenge the ideas of others sensitively and participate in the organisation and direction of drama for a specific purpose and audience.	I can challenge the ideas of others sensitively, initiate and respond to ideas and participate in the organisation and direction of drama for a specific purpose and audience.	I can support in solving problems in the rehearsal process by offering solutions which demonstrate awareness of the skills of the group.	I can solve problems in the rehearsal process by offering solutions which demonstrate awareness of the skills of the group.	I can solve problems in the rehearsal process by offering solutions which demonstrate awareness of the skills of the group. I am able to work in a variety of groups.	I can work in a variety of groups, showing sensitivity and commitment to the rehearsal process.	I am very flexible and can work in a variety of groups, showing sensitivity, commitment and initiative in achieving targets throughout the devising process.
	I can rehearse with others.	I can develop ideas in rehearsals.	I can experiment with drama techniques when developing work and be able to give and receive direction.	I can explore issues and themes and devise with some knowledge of the conventions of script writing or contribute to a devised piece effectively.	I can explore issues and themes and write performances with some good and effective knowledge of conventions of script writing or contribute to a devised piece effectively.	I can explore and use a range of genres, forms and styles in shaping ideas.	I can explore and use with confidence a range of genres, forms and styles in shaping ideas.	I can explore and use a range of genres, forms and styles in shaping ideas. I am willing to take risks during the rehearsal process.	I am prepared to take risks and interpret, shape and structure drama in an imaginative and effective way that communicates meaning to an audience.	I am prepared to take risks and interpret, shape and structure drama in consistently imaginative and effective ways that communicates meaning to an audience.
	I can use some props and resources to create drama.	I can use simple props and resources effectively when creating drama.	I can show awareness of how the performance will affect the audience.	I can consider how images create meaning and experiment with objects, physical imagery, gesture and space.	I can consider how images create meaning and with confidence experiment with objects, physical imagery, gesture and space.	I can work independently and make use of different techniques, skills, concepts and conventions when devising, interpreting and directing performances.	I can work independently and make good use of different techniques, skills, concepts and conventions when devising, interpreting and directing performances.	I am abstract in the way that I work and can independently make use of different techniques, skills, concepts and conventions when devising, interpreting and directing performances.	I can organise drama effectively, being selective and demonstrating an excellent level of understanding and purpose in the use of dramatic form.	I can organise drama effectively, being selective and demonstrating the highest level of understanding and purpose in the use of dramatic form.

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AO2 Presenting	I can take part in some small group and whole class performances.	I can engage in a range of dramatic techniques.	I can engage confidently in a range of dramatic techniques.	I can consistently co-operate and work well with others when participating in a performance.	I can consistently co-operate and work sensitively with others when participating in a performance.	I can work well with others with increasing independence when performing for different purposes and audiences.	I can work effectively with others with independence when performing for different purposes and audiences.	I can work effectively with others with confident independence when performing for different purposes and audiences.	I can participate effectively as part of an ensemble.	I can participate effectively as part of an ensemble in a variety of performances.
	I can show a role with some awareness.	I can adopt a role using some techniques.	I can communicate character through the effective use of performance skills.	I can communicate convincing character through the effective use of performance skills.	I can communicate with some confidence a convincing character through the effective use of performance skills.	I can show insight into the narrative and the motivation and behaviour of characters through the effective use of a range of dramatic skills, techniques and concepts.	I can show good insight into the narrative and the motivation and behaviour of characters through the effective use of a range of performance skills, techniques and concepts.	I can show insight into the use of dramatic effect, narrative and the motivation and behaviour of characters through the effective use of a range of performance skills, techniques and concepts.	I can demonstrate excellent understanding of dramatic effect so that the audience is engaged throughout the performance.	I can demonstrate outstanding understanding of dramatic effect so that the audience is engaged throughout the performance.
	I can use theatrical stage space, vocal and physical techniques.	I can use stage space, vocal and physical techniques which is appropriate for the drama.	I can begin to be able to sustain mood and atmosphere effectively in performances.	I can show some understanding of theatrical effects, e.g. in creating tension - sound, silence, stillness.	I can show some good understanding of theatrical effects, e.g. in creating tension - sound, silence, stillness.	I can use a range of techniques, skills and conventions and apply dramatic concepts to communicate meaning in appropriate ways.	I can use a range of techniques, skills and conventions and apply dramatic concepts to communicate meaning in appropriate ways.	I can use a wide range of techniques, skills and conventions and apply dramatic concepts to communicate meaning in a variety of ways.	I can use sophisticated expression to highlight the elements of drama in communicating meaning of a range of performances.	I can use developed and sophisticated expression to highlight the elements of drama in communicating meaning of a range of performances.
	I can present my own ideas to a small group.	I can present my own ideas using one form of drama e.g. narrator.	I can use stage space, vocal and physical techniques to communicate specific meaning.	I can perform drama that demonstrates some understanding of the text or stimulus material used.	I can perform drama that demonstrates some good understanding of the text or stimulus material used.	I can perform drama which demonstrates sound understanding of the relationship between form and content and the way form can be used originally.	I can perform drama which demonstrates good understanding of the relationship between form and content and the way form can be used originally.	I can perform drama which demonstrates excellent understanding of the relationship between form and content and the way form can be used originally.	I can perform drama which demonstrates insight and originality to the audience.	I can perform drama which demonstrates insight, originality and inspiration in interpretation to the audience.

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AO3 Evaluating	With prompting, I can use simple drama terms when describing performances I have seen.	I can use simple drama terms when describing performances that I have seen.	I can use theatre terminology to talk about the ways in which the performance did or did not engage the audience.	I can use theatre terminology to talk about the ways in which the performance did or did not engage the audience and suggest ways to improve.	I can use convincing theatre terminology to talk about the ways in which the performance did or did not engage the audience and suggest ways to improve.	I can use the language and conventions of theatre criticism when evaluating professional performances, peer performances and my own performance.	I can use a good level of language and conventions of theatre criticism when evaluating professional performances, peer performances and my own performance.	I can talk insightfully about productions as a whole, showing recognition and appreciation of the different forms, genres and styles that I can see.	I can talk insightfully about productions as a whole, showing recognition and appreciation of the different forms, genres, styles and cultural traditions that I can see.	I can talk insightfully about productions as a whole, showing recognition and appreciation of the different forms, genres, styles and cultural traditions that I can see.
	I can say what I liked/disliked about a performance.	I can express my own feelings in response to a performance.	I can comment on how intended effects have been achieved. I can accept the comments and ideas of others following a performance and use this to develop my work.	I can comment with some sensitivity on how intended effects have been achieved. I can accept the comments and ideas of others following a performance and use this to develop my work.	I can comment sensitively on how intended effects have been achieved. I am prepared to accept the comments and ideas of others following a performance and use this to develop my work.	I can identify and analyse how effects were achieved, saying how they were intended and whether they were successful.	I can regularly identify and analyse how effects were achieved, saying how they were intended and whether they were successful.	I can confidently identify and analyse how effects were achieved, saying how they were intended and whether they were successful.	In regular written evaluations, I can write with strong awareness about my own contribution to rehearsals and performance using appropriate language and identifying why and how it could be improved.	In regular written evaluations, I can write insightfully about my own contribution to rehearsals and performance using a wide range of technical language and identifying why and how it could be improved.
	With prompting, I can say why I have used specific voice and movement skills in a performance.	I can say why I have used a particular voice or movement skill in a performance.	I can reflect on different ways the same content can be portrayed.	I can reflect on whether the effects used were relevant for the content of the drama.	I can reflect and evaluate, whether the effects used were relevant for the content of the drama.	I can critically evaluate how the organisation and structure of plays contribute to dramatic effect.	I can critically and confidently evaluate how the organisation and structure of plays contribute to dramatic effect.	I can discuss whether the content of the performance was appropriate for the audience.	I can discuss and evaluate whether the content of the performance was appropriate for the audience.	I can discuss and evaluate whether the content of the performance was appropriate and meaningful for the audience and describe ways for improvement.
	I can talk about other performances.	I can talk about drama I have seen, including live theatre performances and make simple connections with situations in my own life.	I can make connections between my own drama and that of a wider dramatic culture, including live theatre performances.	I can explain the characteristics of different types of drama.	I can explain with some confidence the characteristics of different types of drama.	I can recognise the work of a range of playwrights and practitioners.	I can recognise with good awareness the work of a range of playwrights and practitioners.	I can recognise the work of a range of playwrights and practitioners and show excellent supporting knowledge.	I can talk about a wide range of theatre, showing excellent supporting knowledge. I can demonstrate knowledge of drama elements, styles, genres and practitioners when watching live theatre.	I can talk about a wide range of theatre, showing outstanding supporting knowledge. I can demonstrate a high knowledge of drama elements, styles, genres and practitioners when watching live theatre.