

Assessing KS3 drama

AO1 - BECOMING A PRACTITIONER The ability to work as an ensemble member, creating and developing ideas for performance.

AO2 - PERFORMANCE
The ability to represent mood and emotion on stage.

Use vocal and physical skills and maintain characterisation.



AO4 - Analysing and evaluating live performance

The ability to recognise choices made and the impact they have on an audience.

AO3 - Knowledge and understanding of how drama and theatre is developed and performed.
Director, designer, performer.

At KS3 we focus on:

AO1: Creating

AO2: Performing

AO4: Responding

All assessments will be completed in the following way:

Lesson 1: Introduce the assessment, discuss success criteria, get students into pre-arranged groups, allow time for them to discuss ideas before putting the idea via the teacher, start rehearsals.

Lesson 2: Allow time for groups to rehearse, see the opening or a snippet (around 1 minute) from each group. Students given clear feedback for what needs improving. Allow the rest of the lesson for improvements to be made. **Mark AO1.**

Lesson 3: 10 minutes to rehearse. All groups perform. Performance should be filmed. Teacher to live mark (although the video is there to allow time to watch it again). **Group feedback written. Outline what students did well (linked to the success criteria) and two ways the performance could be improved. Mark AO2.**

Lesson 4: Students watch themselves back and complete written assessment. In Years 7 and 8 this should be complete in their booklet. In Year 9 this should be completed in their book. **After lesson, read written work and mark AO4.**

Overall grade recorded in assessment booklets considering AO1, AO2 and AO4.

AO1 – BECOMING A PRACTITIONER; working as an ensemble, developing creative work.

Emerging	Developing	Year 7	Year 8	Year 9	Working Beyond	Working beyond +
I find it difficult to work with other people. I can sometimes listen to others and suggest ideas. I am working on my eye contact. I know what I could improve with suggestions and can share ideas with support. I have little confidence.	I try to make my ideas clear to peers. I actively listen and respond with verbal agreement. I suggest ideas at times. I can reflect on positives and developments. I am trying to develop confidence through practice and scaffolds.	I am able to offer ideas and show active listening skills. I am able to include all peers and support the development of ideas. I can take an active part in tasks. I take responsibility for the group's tasks and my part in them. I have confidence in my opinions and ideas.	I can offer ideas regularly and try out my ideas and the ideas of others, reflecting and improving. I am able to encourage the participation of others and be supportive in my listening and responding to help the group progress from accurate reflection.	I am confident when exploring drama in a group of peers. I am able to encourage and support others reflecting and improving. I am able to adapt ideas and work out how to get my group working together on ideas that are exciting to me.	I am supportive and motivating of all peers. I know how to elaborate on my ideas and the ideas of peers to make clear progress. I can listen and respond to ideas positively to develop a specific performance which I am excited about. I work with focus.	My ideas are creative and include all peers in any combination. I can explore drama independently and form as well as share opinions positively. I am supportive and inclusive. I am reflective and enjoy progress and self-reflection and improvement.

AO2 - Performing. Using vocal and physical skills to create and maintain characters

Emerging	Developing	Year 7	Year 8	Year 9	Working Beyond	Working beyond +
I am beginning to use voice and movement to communicate a character. Characterisation is basic and underdeveloped.	I am able to use a limited range of vocal and physical skills and techniques in my performances. I can be a part of performance work that sets mood and emotion to some effect but my characterisation is uneven. My ideas are relevant and in line with the starting points.	I am continuing to show some control over my vocal and physical skills. I can create drama in a range of styles using specific conventions. My plot lines are interesting and my characters make sense. My ideas are impactful and work well with other peer ideas.	I have a range of ideas to deploy as a performer. My understanding of conventions and skills are relevant to the project I am working on. My narratives are clear and purposeful and link in to skills of peers and as well as the intent of the work.	I consider the impact of my own and peer skills and techniques that make my performance work effective. I am able to create performance in a range of styles for a range of audiences. My ideas are developed and focused on the audience experience.	I consider and reflect on a range of options for the skills myself and peers can use in performance. I make choices that accurately reflect the narratives I want to communicate. I consider ideas and skills and adapt to the impact and success desired for the audience.	I consider and reflect on a wide range of options for the skills myself and peers can use in performance. I make effective choices that reflect the narratives I want to communicate. I confidently consider ideas and skills and adapt to achieve outcomes.

AO4 - Analysing and evaluating live performances

Emerging	Developing	Year 7	Year 8	Year 9	Working Beyond	Working beyond +
I can identify techniques but can't explain why they were used. I can state what is good in a performance and something that might need improving.	I can explore some techniques with clarity and some confidence. I can select ideas from forms independently. I can note the techniques used and identify their impact.	I can explore techniques with confidence and some freedom. I can select ideas from forms with intent. I can note the techniques used and understand their impact.	I can explore a range of techniques with confidence and some freedom. I can select effective ideas from forms with intent. I can note the techniques used and understand their use and impact. I apply techniques to performance and know why they are used.	I can explore an increasing range of techniques with confidence and freedom. I can select impactful ideas from forms with intent. I can note the techniques used and analyse their use and impact. I apply techniques well to performance and know why they are used for purpose.	I can explore a full range of techniques with confidence and freedom. I can select impactful ideas from forms with intent and purpose. I can analyse the techniques used and evaluate their impact. I apply techniques effectively to performance and know why they are used for purpose.	I can create performance work that is skilful and effective from a range of practitioners and styles. I can evaluate assimilate skills with focus and determination. I am aware of the impact of styles, forms and skills and can reflect on the impact that they have on mood and emotion for a range of audiences.