

DRAMA ASSESSMENT FRAMEWORK

Assessment Grade	Key Knowledge and Skills			
	Creating	Performing	Responding	
9	a	Students demonstrate in working notebook thoroughness of research, knowledge and development of ideas with others and appropriateness of decisions taken. Thorough character development must also be shown.	Students participate effectively as part of an ensemble in a variety of plays produced independently. They demonstrate outstanding understanding of dramatic effect so that the audience is engaged throughout the performance.	Students talk insightfully about productions as a whole, showing recognition and appreciation of the different forms, genres, styles and cultural traditions that they see.
	b	They are flexible enough to work in a variety of groups, showing sensitivity, commitment and initiative in achieving targets.	They use the expressive potential of all the elements of drama in communicating meaning of a range of performances.	In regular written evaluations, they write insightfully about their own contribution to rehearsals and performance using a wide range of technical language and identifying why and how it could be improved.
	c	They are prepared to take risks and interpret, shape and structure drama in consistently imaginative and effective ways.	They perform drama which demonstrates insight, originality and inspiration in interpretation to the audience.	They discuss and evaluate whether the play in performance was appropriate for the content.
	d	They organise drama effectively, being selective and demonstrating a high level of understanding and purpose in the use of dramatic form.		Demonstrating a high knowledge of drama elements, styles, genres and practitioners They talk about a wide range of theatre, showing outstanding supporting knowledge.
8	a	Students demonstrate in a working notebook excellent research, knowledge and development of ideas with others and appropriateness of decisions taken. Detailed character development must also be shown.	Students participate effectively as part of an ensemble. They demonstrate excellent understanding of dramatic effect so that the audience is engaged throughout the performance.	Students talk insightfully about productions as a whole, showing recognition and appreciation of the different forms, genres, styles and cultural traditions that they see.
	b	They work in a variety of groups, showing sensitivity and commitment.	They use the expressive potential of the elements of drama in communicating meaning of a range of performances.	In regular written evaluations, they write with strong awareness about their own contribution to rehearsals and performance using appropriate language and identifying why and how it could be improved.
	c	They are prepared to take risks and interpret, shape and structure drama in an imaginative and effective way.	They perform drama which demonstrates insight and originality to the audience.	They discuss and evaluate whether the play in performance was appropriate for the content.
	d	They organise drama effectively, being selective and demonstrating an excellent level of understanding and purpose in the use of dramatic form.		They talk about a wide range of theatre, showing excellent supporting knowledge.

7	a	Students demonstrate in working notebook thoroughness of research, knowledge and development of ideas with others and appropriateness of decisions taken.	Students work effectively with others with confident independence in performing plays for different purposes and audiences. They show insight into the use of dramatic effect, narrative and the motivation and behaviour of characters through the effective use of a range of dramatic skills, techniques and concepts. They use a wide range of techniques, skills and conventions and apply dramatic concepts to communicate meaning in a variety of ways.	Students talk insightfully about productions as a whole, showing recognition and appreciation of the different forms, genres and styles that they see. They confidently identify and analyse how effects were achieved, saying how they were intended and whether they were successful. They discuss whether the play in performance was appropriate for the content. They recognise the work of a range of playwrights and practitioners and show excellent supporting knowledge.
	b	They solve problems in the rehearsal process by offering solutions which demonstrate awareness of the skills of the group and are able to work in a variety of groups.	They perform drama which demonstrates excellent understanding of the relationship between form and content and the way form can be used originally.	
	c	They explore and use a range of genres, forms and styles in shaping ideas and are willing to take risks during the rehearsal process.		
	d	They are able to work in the abstract and independently make use of different techniques, skills, concepts and conventions when devising, interpreting and directing plays.		
6	a	Students have a good use of research/record in working notebook the psychology and context of characters and experiment with how these can be realised in performance.	Students work effectively with others with independence in performing plays for different purposes and audiences. They show good insight into the narrative and the motivation and behaviour of characters through the effective use of a range of dramatic skills, techniques and concepts. They use a range of techniques, skills and conventions and apply dramatic concepts to communicate meaning in appropriate ways. They perform drama which demonstrates good understanding of the relationship between form and content and the way form can be used originally.	Students use a good level of language and conventions of theatre criticism when evaluating professional performances, peer performance and their own work. They regularly identify and analyse how effects were achieved, saying how they were intended and whether they were successful. They critically and confidently evaluate how the organisation and structure of plays contribute to dramatic effect. They recognise with good awareness the work of a range of playwrights and practitioners.
	b	They solve problems in the rehearsal process by offering solutions which demonstrate awareness of the skills of the group.		
	c	They explore and use with confidence a range of genres, forms and styles in shaping ideas. They are able to work independently and make good use of different techniques, skills, concepts and conventions when devising, interpreting and directing plays.		
	d			
5	a	Students research/record in working notebook the psychology and context of characters and experiment with how these can be realised in performance.	Students work well with others with increasing independence in performing plays for different purposes and audiences. They show insight into the	Students use the language and conventions of theatre criticism when evaluating professional performances, peer performance and their own work.

	b	They support in solving problems in the rehearsal process by offering solutions which demonstrate awareness of the skills of the group. They explore and use a range of genres, forms and styles in shaping ideas.	narrative and the motivation and behaviour of characters through the effective use of a range of dramatic skills, techniques and concepts. They use a range of techniques, skills and conventions and apply dramatic concepts to communicate meaning in appropriate ways.	They identify and analyse how effects were achieved, saying how they were intended and whether they were successful. They critically evaluate how the organisation and structure of plays contribute to dramatic effect. They recognise the work of a range of playwrights and practitioners.
	c	They are able to work independently and make use of different techniques, skills, concepts and conventions when devising, interpreting and directing plays.	They perform drama which demonstrates sound understanding of the relationship between form and content and the way form can be used originally.	
	d			
4	a	Students respond to a wide range of stimulus material including scripts of plays, plan drama and notate ideas which demonstrate imagination and originality.	Students consistently co-operate and work sensitively with others when participating in a performance. They communicate with some confidence a convincing character through the effective use of words, gesture and movement.	Students use good theatre terminology to talk about the ways in which the performance or their own work did or did not engage the audience and ways to improve.
	b	They 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.	They show some good understanding of theatrical effects, e.g. in creating tension - sound, silence, stillness.	They comment sensitively on how intended effects have been achieved and be prepared to accept the comments and ideas of others following a performance and use this to develop their work.
	c	They explore issues and themes and write plays with some good knowledge of conventions of script writing or contribute to a devised piece effectively.	They perform drama that demonstrates some good understanding of the text or stimulus material used and understand that form conveys content.	They reflect on, with some independence, whether the effects used were pertinent for the content of the drama.
	d	They consider how images create meaning and with confidence experiment with objects, physical imagery, gesture and space.		They explain with some confidence the characteristics of different types of drama.
3	a	Students respond to stimulus material including scripts of plays, plan drama and notate ideas which demonstrate imagination and originality.	Students consistently co-operate and work well with others when participating in a performance. They communicate convincing character through the effective use of words, gesture and movement.	Students use theatre terminology to talk about the ways in which the performance or their own work did or did not engage the audience and ways to improve.
	b	They challenge the ideas of others sensitively and participate in the organisation and direction of drama for a specific purpose and	They show some understanding of theatrical	They comment with some sensitivity on how intended effects have been achieved

	c	audience. They explore issues and themes and write plays with some knowledge of the conventions of script writing or contribute to a devised piece effectively.	effects, e.g. in creating tension - sound, silence, stillness. They perform drama that demonstrates some understanding of the text or stimulus material used and understand that form conveys content.	and be prepared to accept the comments and ideas of others following a performance and use this to develop their work. They reflect on whether the effects used were pertinent for the content of the drama. They explain the characteristics of different types of drama.
	d	They consider how images create meaning and experiment with objects, physical imagery, gesture and space.		
2	a	Students explore and/or research factual contexts for drama and record and share findings, and discuss possible ideas for the drama.	Students consistently co-operate and work sensitively with others when participating in a performance. They communicate convincing character through the effective use of words, gesture and movement.	Students use theatre terminology to talk about the ways in which the performance or their own work did or did not engage the audience and ways to improve.
	b	They develop each other's ideas when devising work. They create ideas for performance, considering appropriate starting points, key moments and endings.	They begin to be able to sustain mood and atmosphere effectively in performances.	They comment on how intended effects have been achieved and be prepared to accept the comments and ideas of others following a performance and use this to develop their work.
	c	They experiment with the elements of drama when developing work and be able to give and receive direction. Show awareness of how the action will affect the audience.	They use space, sound and movement to communicate specific meaning.	They reflect on different ways the same content can be portrayed.
	d			They make connections between their drama and that of a wider dramatic culture, including TV drama.
1	a	Students explore familiar themes and characters, e.g. responding to teacher in role to explore characters from stories.	Students engage confidently in a range of dramatic techniques.	Students use simple drama terms when describing drama which they have seen.
	b	They plan an imaginative play area with others.	They adopt a role using some techniques.	They express their feelings in response to a performance.
	c	They practise and develop ideas for acting out stories. They use simple props and resources in creating drama.	They use space, sound and movement which is appropriate for the drama.	They are able to say why they used a particular voice or movement.
	d		They present their own stories using one form of drama e.g. narrator.	They talk about drama they have seen, including TV drama and make simple connections with situations in their own lives.
S	a	Students respond to themes in a group. They use imagination.	Students take part in some small group and whole class dramas.	With prompting, students use simple drama terms when describing drama they have seen.
	b	They are able to rehearse with others.	They show a role with some awareness.	They say why they liked/disliked a performance.
	c	They use some props and resources to create drama.	They show how to explore space, sound and movement.	With prompting, they are able to say why they have used a particular movement.
	d		They present their own story to a small group.	They talk about other performances.

