

KS3 Assessment Rubric – Drama

Year 7

Working Towards Age Expectations	Working At Age Expectations	Working Above Age Expectations
<ul style="list-style-type: none"> ● Students try to respect other people’s ideas and opinions. They understand the importance of taking turns. ● Students can walk around the space listening and responding to movement directions. ● Students can put themselves in someone else’s shoes and imagine what it is like to be them. ● Students can recognise their strengths and areas for development when they are highlighted. ● When students are asked to set a target they can suggest a word to focus on. 	<ul style="list-style-type: none"> ● Students can listen to others attentively, contributing and suggesting ideas. They can use their rehearsal time effectively. ● Students can use facial expression, body language and gestures. ● Students can stay in role as a character. ● Students can identify several strengths and areas for development in a performance. ● Students can set several targets which focus on key skills. 	<ul style="list-style-type: none"> ● Students can work positively with others, building on their ideas effectively. They can demonstrate consistent personal management skills. ● Students can experiment with movement to create and communicate character. ● Students can perform a variety of characters. ● Students can describe strengths and areas for development. They can make a point, give an example and explain what they mean. ● Students can describe achievable targets for improvement. They can provide actual ‘talent tips’ on how to reach their targets.

Year 8

Working Towards Age Expectations	Working At Age Expectations	Working Above Age Expectations
<ul style="list-style-type: none"> ● Students can make actions or suggest words in response to a stimulus. ● Students can speak in front of an audience confidently. ● Students can imagine and pretend to be a character. ● Students can say a WWW independently and successfully. They can say an EBI independently and successfully. ● Students can set a target independently and successfully. 	<ul style="list-style-type: none"> ● Students can develop creative work in response to a stimulus imaginatively. ● Students can speak using pace, tone and articulation. ● Students can perform a variety of characters. ● Students can describe strengths and areas for development. They can make a point, give an example and explain what they mean. ● Students can describe achievable targets for improvement. They can provide actual 'talent tips' on how to reach targets. 	<ul style="list-style-type: none"> ● Students can respond to a stimulus with imagination and insight, demonstrating its dramatic potential. ● Students can demonstrate clear character through vocal expression. ● Students can perform a role with confidence, consistency and ease. ● Students can justify judgements about strengths and areas for development. They can make a point, give an example and explain what they mean, justifying their decisions. ● Students can set and justify achievable targets for improvement. They can provide actual 'talent tips' on how to reach targets. Explaining their reasons for these suggestions.

Year 9

Working Towards Age Expectations	Working At Age Expectations	Working Above Age Expectations
<ul style="list-style-type: none"> ● Students can identify genres and list the key features. They can apply the acting techniques to their work. ● Students can stay in role as a character. ● Students can recall a few lines. ● Students can carry out directed tasks. ● Students can identify several strengths and areas for development in a performance. ● Students can set several targets which focus on key skills. 	<ul style="list-style-type: none"> ● Students can discuss genres and acting techniques. They can confidently demonstrate these in their work ● Students can perform a role with confidence, consistency and ease. ● Students can remember short scripts. ● Students can take on the role of a director as well as an actor. ● Students can justify judgements about strengths and areas for development. They can make a point, give an example and explain what they mean, justifying their decisions. ● Students can set and justify achievable targets for improvement. They can provide actual 'talent tips' on how to reach targets, explaining their reasons for these suggestions. 	<ul style="list-style-type: none"> ● Students can explain genres and acting techniques. They can demonstrate these within their practical work demonstrating assuredness and accuracy. ● Students can fully communicate character making their character's intentions clear to an audience. ● Students can remember large sections of scripts. ● Students can lead and direct a group. ● Students can present a detailed and on-going review of acting skills, making judgements about strengths and areas to develop. They can write about the creative process in detail and evaluate performance. ● Students can set and justify achievable targets for improvement. They can provide actual 'talent tips' on how to reach targets. They can explain their

		reasons for these suggestions and monitoring improvements.
--	--	--