

Subject: Drama

These are the objectives a student on each Pathway needs to achieve by the end of year 8, to ensure they are making expected progress:

	AO1 – Create and develop ideas to communicate meaning for performance	AO2 – Apply Theatrical skills to realise artistic intentions in performance	AO3 – Demonstrate knowledge and understanding	AO4 – Analyse and evaluate own work and the work of others
Exceptional performance	<p>I can develop clear and coherent ideas for performance outcomes that communicate meaning(s) effectively.</p> <p>I can evidence considerable and effective development and refinement of the process of work.</p> <p>I can evidence good interpretation and some original ideas within my explanations.</p> <p>I can engage with stimuli and offer some creative ideas.</p> <p>I can explain ideas clearly and explore most points in some detail.</p>	<p>I can use a good range of vocal and physical skills demonstrated within performance.</p> <p>Through my work, I can make a considerable contribution to the effectiveness of the piece.</p> <p>My work demonstrates some inventive moments of voice and physical skills.</p> <p>I can demonstrate secure success in realising my own artistic vision.</p> <p>My personal interpretation demonstrates a good degree of appropriateness to context</p>	<p>I can demonstrate good knowledge and understanding of developing and performing drama, using specialist terminology appropriately.</p> <p>I can demonstrate a good knowledge and understanding of how drama and theatre is developed and performed.</p> <p>I can reference a wide range of theatrical skills with a good degree of appropriateness.</p> <p>My descriptions of how skills are used are clear, developed, and secure and supported by some precise details.</p>	<p>I can demonstrate secure skills in identifying how I developed my theatrical skills and how I contributed to the process and product of my own work. (analysis)</p> <p>I can demonstrate secure skills in identifying and investigating how successfully theatre-makers communicated meaning to an audience (analysis)</p> <p>I can show secure skills in assessing the merit of different approaches and formulating judgements about the overall impact it has upon the work. (evaluation)</p> <p>My responses are developed and clear</p> <p>My points are explored and supported with clear examples</p>
Pathway 1	<p>I can develop reasonably coherent ideas for performance outcomes that communicate my desired meaning.</p> <p>I can offer meaningful points on the development and refinement of work.</p> <p>I can evidence some original ideas within my explanations.</p> <p>I can engage with stimuli and offer some creative ideas.</p> <p>I can explain ideas clearly and explore some points in detail.</p>	<p>I can demonstrate a reasonable range of vocal and physical skills.</p> <p>Thorough my work, I can make some meaningful contributions to effectiveness in places.</p> <p>I can demonstrate some success in realising my own artistic vision.</p> <p>My personal interpretation demonstrates some relevance to text as a whole and is sensitive to context.</p>	<p>I can demonstrate some reasonable knowledge and understanding of developing and performing drama, using specialist terminology appropriately.</p> <p>I can demonstrate a reasonable knowledge and understanding of how drama and theatre is developed and performed.</p> <p>I can reference a reasonable range of theatrical skills.</p> <p>My descriptions of how skills are used are clear, developed, and secure and supported by some precise details.</p>	<p>I can demonstrate reasonable skills in identifying how I developed my theatrical skills and how I contributed to the process and product of my own work. (analysis)</p> <p>I can demonstrate reasonable skill in identifying and investigating how successfully theatre-makers communicated to an audience. (analysis)</p> <p>I can show reasonable skill in assessing the merit of different approaches and formulating judgements about the overall impact it has upon the work. (evaluation)</p> <p>My responses are reasonably clear but at times rely on description.</p> <p>My points are sound but may not be supported with clear examples.</p>

KS3 Assessment – Year 8 Progress Grid

<p>Pathway 2</p>	<p>I have some knowledge of what my performance intentions are and can offer some explanation of how I met them I can offer few meaningful points on the development and refinement of work. I can evidence some ideas within my explanations. I can offer some simple responses to stimuli. I can explain ideas but few precise details are provided.</p>	<p>I can demonstrate a simple range of vocal and physical skills within performance. Through my work, I can make some meaningful contributions to the effectiveness of the piece. My voice and physical skills are deployed with some care. I can demonstrate simple success in realising my own artistic vision. My interpretation is simple.</p>	<p>My responses demonstrate some knowledge and understanding of how drama and theatre is developed and performed with some specific terminology. I can reference a simple range of theatrical skills. My descriptions of how skills are used are somewhat clear, mostly sound and supported by a few precise details.</p>	<p>I can demonstrate some developing skill in identifying how I developed my theatrical skills and how I contributed to the process of my own work. (analysis) My responses demonstrates some developing skills in identifying and investigating how successfully theatre-makers communicated meaning to an audience. (analysis) I demonstrate some developing skills in assessing the merit of approaches and formulating judgements. (evaluation) My response is mostly descriptive but has some exemplification.</p>
<p>Pathway 3</p>	<p>I have some basic knowledge of performance intentions and may offer basic, straightforward account of these. I can offer some observations of the development and refinement of work. I can evidence some basic ideas within my explanations. I can engage with stimuli and can offer some literal observations. Minimal details are provided in explanations of my ideas.</p>	<p>I have basic competency or consistency of vocal and physical skills. I make basic contributions to the effectiveness of the piece. My voice and physical skills are deployed in a basic way. I can demonstrate little success in realising artistic vision.</p>	<p>I can demonstrate a basic awareness of developing and performing drama, with basic use of specialist terminology. My responses demonstrate a basic knowledge of how drama and theatre is developed and performed. I can reference a basic range of theatrical skills. My descriptions of how skills are basic and are supported by some detail.</p>	<p>I can describe and comment on drama seen and made in a basic way (analysis) I demonstrate basic skills in assessing the merit of approaches and formulating judgements. (evaluation) My response is mostly descriptive and has basic exemplification.</p>