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| **Drama**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Rehearsal and preparing to perform** | **I/I can:**  find it difficult to work with a wide range of my peers  struggle with sharing ideas in group or class discussions  spend too much time considering ideas and not applying them during rehearsal  struggle to complete tasks on time. My performance work is not always the best it could be.  join in with the rehearsal but I do not always know what to do  let problems affect my concentration and work, even if they have not happened in the lesson | **I/I can:**  work effectively with most other people in my class  share ideas but am reluctant to do so  have ideas but struggle to apply them to my work.  try to complete tasks within the timeframe given but do not always finish them. This sometimes means that my performance work is not always the best it could be.  join in with the rehearsal but usually only play minor roles  stay focussed during the rehearsal. My work always has a clear beginning, middle and end. | **I/ I can:**  work with anyone else in the class  volunteer to work with people who I would not usually choose to spend time with  use all rehearsal time available to prepare for performance. I get started on practical work quickly  offer my own ideas to the group and demonstrate creativity and imagination that benefits my own work  play both lead and minor roles. The characters I create are both stereotypical and realistic  always consider where my audience will be when I am rehearsing. I make sure that I do not have my back to the audience. | **I/I can:**  work effectively with any member of the class to create pieces of work for performance  have a reasonable understanding of the content of the performance  use rehearsal time effectively to prepare for performance within the limits of the genre or style  respond to and develop the ideas of others  play both lead and minor roles and have original ideas for characters.  consider blocking, entrances and exits in my work | **I/I can:**  work with any member of the class offering ideas and can take on a leadership role without  overpowering the group  make others feel comfortable in group work and involve them by listening to their ideas and offering advice independently  always use rehearsal time effectively to create, complete and rehearse the tasks that I have been set  communicate ideas which demonstrate excellent creativity, imagination that benefits my work and the work of others  use the influence of theatre practitioners to develop my work  make good use of the stage space by spreading my performance out. I use a range of different levels to make my work look interesting |
| **Performing** | **I/I can:**  sometimes stay in role for some of the performance  work with some members of the group, but usually get distracted or distract others  find it hard to act out improvised drama from a stimulus. The scenes I make are usually very short.  sometimes use my voice to show I am playing a character that is different from myself  use my voice to show my character. Sometimes the audience cannot hear or understand me as I speak too quiet or fast.  use movement in my performance but it is not always engaging for an audience  use one or two drama techniques in my work but they are not always used effectively | **I/I can:**  stay in role for most of the performance  create a well organised performance. I am aware of my responsibilities when performing in front of an audience  use my own ideas in improvised drama and can also build on the ideas of others  use my voice with some attention to detail when playing a character  project my voice so that the audience can hear me.  use movement with some attention to detail when playing a character  use some drama techniques or strategies with some control | **I/I can:**  stay in role for all of the performance  create a well organised performance. I am aware of my responsibilities when I am performing in front of an audience  use movement and dialogue (speech) which is appropriate to my character in improvised drama  use my voice with attention to detail when playing a character  choose vocabulary to suit my character and their situation, including the place and time period  use movement with attention to detail when playing a character  use a range of drama techniques or strategies carefully and effectively | **I/I can:**  stay in role for all of the performance, even when mistakes happen  communicate with members of the audience, other performers and the examiner when performing  use movement and dialogue to effectively show a character in improvised drama. I consistently avoid blocking others  make good use of pitch, pause, pace and tone when using vocal skills for my character  choose vocabulary to suit my character and their situation, including the place and time period. This is referenced subtly in the character performance.  make good use of gesture, stillness, fluency and expression when using my movement skills to play a character  use a range of strategies and a range of genres, styles and stage types with some control | **I/I can:**  stay in role for all of the performance. It is clear to my audience that I am thinking as my character when performing.  communicate to an excellent standard with other performers, audience members and the examiner  use improvisation successfully when working from a stimulus or to develop new ideas for devised scenes.  make excellent use of pitch, pause, pace and tone when using vocal skills for my character  use vocal pauses to create tension or comedy, or to communicate character.  make excellent use of gesture, stillness, fluency and expression when using my movement skills to play a character  perform using any strategies and in any genre, style, type of stage type with excellent control |
| **Evaluation and Written Work** | **I/I can:**  find it difficult to give verbal feedback or write an evaluation without help  sometimes try to evaluate my own work and the work of other people.  sometimes try to discuss what went well and suggest improvements. I don’t always use drama vocabulary  often forget to use spelling, punctuation and grammar  write very basic evaluations. I do not explain my thoughts.  struggle with researching information by myself. | **I can:**  use some drama vocabulary in written and verbal feedback. My work shows that I have a basic understanding of drama.  usually try to evaluate my own work and the work of others.  usually try to discuss strengths and areas for improvement. I sometimes use drama vocabulary  try to use basic spelling punctuation and grammar (SPAG) but I do not always use it accurately  write basic evaluations. Explain my thoughts briefly.  research adequately, but it may be copied from the internet instead of written in my own words | **I can:**  use drama vocabulary in written and verbal feedback. My work proves that I have a good understanding of drama.  evaluate my own work and the work of others.  usually try to discuss strengths and areas for improvement using drama vocabulary  usually always use SPAG accurately in my work  write evaluations which explain some of my thoughts in reasonable detail  research adequately. Some work is copied from the internet and some is written in my own words | **I can:**  use a range of drama vocabulary in written and verbal feedback. My work proves that I have a great understanding of drama.  always evaluate my own work and the work of others.  discuss strengths and areas for improvement using a wide range drama vocabulary correctly  always use SPAG accurately in my work. I sometimes challenge myself to use more ambitious language.  write fairly detailed evaluations and explain most of my thoughts.  use research well to improve my learning. Most of my ideas are written in my own words. | **I can:**  use a wide range of drama terminology in written and verbal feedback. My work demonstrates an excellent understanding of drama. I evaluate using a high level of detail.  always evaluate my own work and the work of others.  always discuss strengths and areas for improvement using complex drama terminology.  always use SPAG accurately in my work. I usually challenge myself to use more ambitious language  show commitment and effort in my evaluations. I explain all of my thoughts using a high level of detail.  use research incredibly well to improve my learning. All of my ideas are written in my own words. |

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| **Drama**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Rehearsal and preparing to perform** | I**/I can:**  work effectively with most other people in my class  share ideas but am reluctant to do so  have ideas but struggle to apply them to my work.  try to complete tasks within the timeframe given but do not always finish them. This sometimes means that my performance work is not always the best it could be.  join in with the rehearsal but usually only play minor roles  stay focussed during the rehearsal. My work always has a clear beginning, middle and end. | **I/I can:**  work with anyone else in the class  volunteer to work with people who I would not usually choose to spend time with  use all rehearsal time available to prepare for performance. I get started on practical work quickly  offer my own ideas to the group. Some of my ideas are creative and imaginative.  play both lead and minor roles. The characters I create are both stereotypical and realistic  always consider where my audience will be when I am rehearsing. I make sure that I do not have my back to the audience. | **I/I can:**  work effectively with any member of the class to create pieces of work for performance  have a reasonable understanding of the content of the performance  use rehearsal time effectively to prepare for performance within the limits of the genre or style  respond to and develop the ideas of others. Most of my ideas are creative and imaginative.  play both lead and minor roles and have original ideas for characters.  consider blocking, entrances and exits in my work | **I/I can:**  work with any member of the class offering ideas and can take on a leadership role without  overpowering the group  make others feel comfortable in group work and involve them by listening to their ideas and offering advice independently  always use rehearsal time effectively to create, complete and rehearse the tasks that I have been set  share many ideas which demonstrate excellent creativity and imagination that benefits my work and the work of others  use the influence of Stanislavski or Brecht (theatre practitioners) to develop my work  make good use of the stage space by spreading my performance out. I use a range of different levels to make my work look interesting. | **I/I can:**  work effectively with any member of the class. I share ideas often, take on a leadership role without overpowering the group and can follow directions from others in a highly effective way.  work in a highly mature way so that myself and others make great levels of progress. I make other people feel comfortable in group work and involve them by listening to their ideas and offering advice independently.  use all moments in rehearsal effectively to complete all tasks set to a high standard. I know exactly what effect I want the piece to have on the audience.  share a wide range ideas which demonstrate excellent creativity and imagination that benefits all parts of my work.  use the influence of a wider range of theatre practitioners or theatre companies to develop my work  transition smoothly between all staging positions and scenes. |
| **Performing** | **I/I can:**  stay in role for most of the performance  create a well organised performance. I am aware of my responsibilities when performing in front of an audience  use my own ideas in improvised drama and can also build on the ideas of others  use my voice with some attention to detail when playing a character  project my voice so that the audience can hear me.  use movement with some attention to detail when playing a character  use some drama techniques or strategies with some control | **I/I can:**  stay in role for all of the performance  create a well organised performance. I am aware of my responsibilities when I am performing in front of an audience  use movement and dialogue (speech) which is appropriate to my character in improvised drama  use my voice with attention to detail when playing a character  choose vocabulary to suit my character and their situation, including the place and time period  use movement with attention to detail when playing a character  use a range of drama techniques or strategies carefully and effectively | **I/I can:**  stay in role for all of the performance, even when mistakes happen  communicate with members of the audience, other performers and the examiner when performing  use movement and dialogue to effectively show a character in improvised drama. I consistently avoid blocking others  make good use of pitch, pause, pace and tone when using vocal skills for my character  choose vocabulary to suit my character and their situation, including the place and time period. This is very subtle in the performance.  make good use of gesture, stillness, fluency and expression when using my movement skills to play a character  use a range of strategies and a range of genres, styles and stage types with some control | **I/I can:**  stay in role for all of the performance. It is clear to my audience that I am thinking as my character when performing.  communicate to an excellent standard with other performers, audience members and the examiner  use improvisation successfully when working from a stimulus or to develop new ideas for devised scenes.  make excellent use of pitch, pause, pace and tone when using vocal skills for my character  use vocal pauses to create tension or comedy, or to communicate character  make excellent use of gesture, stillness, fluency and expression when using my movement skills to play a character. My ideas for characters are usually original.  perform using any strategies and in any genre, style, or on any style of stage with excellent control | **I/I can:**  stay in role for all of the performance. I am beginning to recognise when to give and when to receive attention.  communicate sensitively and subtly with other performers, audience members and the examiner  use improvisation successfully when working from a stimulus. I can improvise new characters and ideas for devised scenes at the same time.  make excellent use of pitch, pause, pace, tone and accent when using vocal skills for my character  research new vocabulary to use in order to develop my character  make excellent use of gesture, stillness, fluency and expression when using my movement skills to play a character. Most of my ideas are original.  perform using any strategies and in any genre, style, or on any style of stage with excellent control |
| **Evaluation and Written Work** | **I/I can:**  use some drama vocabulary in written and verbal feedback. My work shows that I have a basic understanding of drama.  usually try to evaluate my own work and the work of others  usually try to discuss strengths and areas for improvement  try to use basic spelling punctuation and grammar (SPAG) but I do not always use it accurately  write basic evaluations. Explain my thoughts briefly. I do not always provide examples in my work.  complete some research, but it may be copied from the internet instead of written in my own words. | **I/I can:**  use drama vocabulary in written and verbal feedback. My work proves that I have a good understanding of drama.  evaluate my own work and the work of others  usually try to discuss strengths and areas for improvement  usually always use SPAG accurately in my work  write evaluations which explain some of my thoughts in reasonable detail. I occasionally offer examples to support my argument.  research fairly well. Some work is copied from the internet and some is written in my own words. | **I/I can:**  use a range of drama vocabulary in written and verbal feedback. My work proves that I have a great understanding of drama.  always evaluate my own work and the work of others  discuss strengths and areas for improvement. I usually try to improve my work independently  always use SPAG accurately in my work. I sometimes challenge myself to use more ambitious language.  write fairly detailed evaluations and explain most of my thoughts. I offer examples to support my argument.  use research well to improve my learning. Most of my ideas are written in my own words. | **I/I can:**  use a wide range of drama terminology in written and verbal feedback. My work demonstrates an excellent understanding of drama. I evaluate using a high level of detail.  always evaluate my own work and the work of others without needing to be prompted to do so  always discuss strengths and areas for improvement and always try to improve my work independently  always use SPAG accurately in my work. I usually challenge myself to use more ambitious language.  show commitment and effort in my evaluations. I explain all of my thoughts using a high level of detail and usually provide examples to support my argument.  use research incredibly well to improve my learning. All of my ideas are written in my own words. | **I/I can:**  use a wide range of drama vocabulary and more ambitious language in my written and verbal feedback. My work demonstrates an excellent understanding of drama. I evaluate using a high level of detail.  always evaluate my own work and the work of others. I apply great effort to improving my work independently.  always discuss strengths and areas for improvement using complex drama vocabulary. I suggest both subtle and significant improvements for my work.  always use SPAG accurately in my work. I always challenge myself to use more ambitious language.  show commitment and effort in my evaluations. I explain all of my thoughts using a high level of detail. I analyse subtle and significant aspects of my work and provide examples to support my argument.  use research incredibly well to improve my learning. I cross reference my work to make sure that my research is accurate. All of my ideas are written in my own words. |

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| **Drama**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Rehearsal and preparing to perform** | I**/I can:**  work with anyone else in the class  volunteer to work with people who I would not usually choose to spend time with  use all rehearsal time available to prepare for performance. I get started on practical work quickly  offer my own ideas to the group. Some of my ideas are creative and imaginative.  play both lead and minor roles. The characters I create are both stereotypical and realistic  always consider where my audience will be when I am rehearsing. I make sure that I do not have my back to the audience. | **I/I can:**  work effectively with any member of the class to create pieces of work for performance  have a reasonable understanding of the content of the performance  use rehearsal time effectively to prepare for performance within the limits of the genre or style  respond to and develop the ideas of others. Most of my ideas are creative and imaginative.  play both lead and minor roles and have original ideas for characters.  consider blocking, entrances and exits in my work | **I/I can:**  work with any member of the class offering ideas and can take on a leadership role without  overpowering the group  make others feel comfortable in group work and involve them by listening to their ideas and offering advice independently  always use rehearsal time effectively to create, complete and rehearse the tasks that I have been set  share many ideas which demonstrate excellent creativity and imagination that benefits my work and the work of others  use the influence of Stanislavski or Brecht (theatre practitioners) to develop my work  make good use of the stage space by spreading my performance out. I use a range of different levels to make my work look interesting. | **I/I can:**  work effectively with any member of the class. I share ideas often, take on a leadership role without dominating the group and can follow directions from others maturely and effectively.  work in a highly mature way so that myself and others make great levels of progress. I make other people feel comfortable in group work and involve them by listening to their ideas and offering advice independently.  use all moments in rehearsal effectively to complete all tasks set to a high standard. I know exactly what effect I want the piece to have on the audience.  share a wide range ideas which demonstrate excellent creativity and imagination that benefits all parts of my work.  use the influence of a wider range of theatre practitioners or theatre companies to develop my work  transition smoothly between all staging positions and scenes | **I/I can:**  work effectively with any member of the class in a highly mature way. I share ideas often, take on a leadership role without dominating the group and can follow directions from others effectively. I frequently challenge myself to trial new ideas often.  work in a highly mature way so that myself and others make great levels of progress. I make other people feel comfortable in group work and involve them by listening to their ideas and offering WWWs and EBIs independently.  use all moments in rehearsal effectively to complete all tasks set to a high standard. I know exactly what effect I want the piece to have on the audience and spend extra time outside of lessons preparing to perform.  research and share a wide range of ideas which help to improve the overall quality of my work.  research a wider range of techniques, theatre practitioners or theatre companies to develop my work  use creative and imaginative transitions which are performed smoothly and effectively |
| **Performing** | **I/I can:**  stay in role for all of the performance  create a well organised performance. I am aware of my responsibilities when I am performing in front of an audience  use movement and dialogue (speech) which is appropriate to my character in improvised drama  use my voice with attention to detail when playing a character  choose vocabulary to suit my character and their situation, including the place and time period  use movement with attention to detail when playing a character  use a range of drama techniques or strategies carefully and effectively | **I/I can:**  stay in role for all of the performance, even when mistakes happen  communicate with members of the audience, other performers and the examiner when performing  use movement and dialogue to effectively show a character in improvised drama. I consistently avoid blocking others  make good use of pitch, pause, pace and tone when using vocal skills for my character  choose vocabulary to suit my character and their situation, including the place and time period. This is very subtle in the performance.  make good use of gesture, stillness, fluency and expression when using my movement skills to play a character  use a range of strategies and a range of genres, styles and stage types with some control | **I/I can:**  stay in role for all of the performance. It is clear to my audience that I am thinking as my character when performing.  communicate to an excellent standard with other performers, audience members and the examiner  use improvisation successfully when working from a stimulus or to develop new ideas for devised scenes.  make excellent use of pitch, pause, pace and tone when using vocal skills for my character  use vocal pauses to create tension or comedy, or to communicate character  make excellent use of gesture, stillness, fluency and expression when using my movement skills to play a character. My ideas for characters are usually original.  perform using any strategies and in any genre, style, or on any style of stage with excellent control | **I/I can:**  stay in role for all of the performance. I am beginning to recognise when to give and when to receive attention.  communicate sensitively and subtly with other performers, audience members and the examiner at times within the play  use improvisation successfully when working from a stimulus. I can improvise new characters and ideas for devised scenes at the same time.  make excellent use of pitch, pause, pace, tone and accent when using vocal skills for my character  research new vocabulary to use in order to develop my character  take risks with the characters I play and rehearse them in a number of ways in order to develop them. Most of my ideas are original.  perform using any strategies and in any genre, style, or on any style of stage with excellent control and with consideration to my audience. | **I can/I am:**  stay in role for all of the performance. I give and receive attention at appropriate moments in the play.  communicate sensitively and subtly with other performers, audience members and the examiner throughout the play  use improvisation successfully when working from a stimulus. I can improvise new characters and ideas for devised scenes at the same time, without having to discuss them with my group first.  make excellent use of pitch, pause, pace, tone, accent and accentuation when using vocal skills for my character.  research a range of new vocabulary to use in order to develop my character  take risks with the characters I play and rehearse them in a number of ways in order to develop them. The majority of my ideas are original.  perform using any strategies and in any genre, style, or on any style of stage with excellent control and with consideration to my audience. My work looks professional. |
| **Evaluation and Written Work** | **I/I can:**  use drama vocabulary in written and verbal feedback. My work proves that I have a good understanding of drama.  evaluate my own work and the work of others  usually try to discuss strengths and areas for improvement  usually always use SPAG accurately in my work  write evaluations which explain some of my thoughts in reasonable detail. I occasionally offer examples to support my argument.  research fairly well. Some work is copied from the internet and some is written in my own words. | **I/I can:**  use a range of drama vocabulary in written and verbal feedback. My work proves that I have a great understanding of drama.  always evaluate my own work and the work of others  discuss strengths and areas for improvement. I usually try to improve my work independently  always use SPAG accurately in my work. I sometimes challenge myself to use more ambitious language.  write fairly detailed evaluations and explain most of my thoughts. I offer examples to support my argument.  use research well to improve my learning. Most of my ideas are written in my own words. | **I/I can:**  use a wide range of drama terminology in written and verbal feedback. My work demonstrates an excellent understanding of drama. I evaluate using a high level of detail.  always evaluate my own work and the work of others without needing to be prompted to do so  always discuss strengths and areas for improvement and always try to improve my work independently  always use SPAG accurately in my work. I usually challenge myself to use more ambitious language.  show commitment and effort in  my evaluations. I explain all of my thoughts using a high level of detail and usually provide examples to support my argument.  use research incredibly well to improve my learning. All of my ideas are written in my own words. | **I/I can:**  use a wide range of drama vocabulary and more ambitious language in my written and verbal feedback. My work demonstrates an excellent understanding of drama. I evaluate using a high level of detail.  always evaluate my own work and the work of others. I apply great effort to improving my work independently.  always discuss strengths and areas for improvement using complex drama vocabulary. I suggest both subtle and significant improvements for my work.  always use SPAG accurately in my work. I always challenge myself to use more ambitious language.  show commitment and effort in  my evaluations. I explain all of my thoughts using a high level of detail. I analyse subtle and significant aspects of my work and provide examples to support my argument.  use research incredibly well to improve my learning. I cross reference my work to make sure that my research is accurate. All of my ideas are written in my own words and link clearly to the topic of study. | **I/I can:**  always use a wide range of drama vocabulary and more ambitious language in my written and verbal feedback. My work demonstrates an excellent understanding of drama. I evaluate using a high level of detail and usually discuss symbolism.  always evaluate my own work and the work of others. I apply great effort to improving my work independently. All of my comments are specific and detailed.  always discuss strengths and areas for improvement using complex drama vocabulary. I suggest both subtle and significant improvements for my work and explain the impact that they would have on my audience.  always use SPAG accurately in my work. I check my work for mistake and always challenge myself to use a wide range of more ambitious language.  show commitment and effort in  my evaluations. I explain all of my thoughts using a high level of detail. I analyse subtle and significant aspects of my work. I provide and justify examples to support my arguments.  use research incredibly well to improve my learning. I cross reference my work to make sure that my research is accurate. All of my ideas are written in my own words. I discuss my own opinions and justify them. |