

KS3 DRAMA ASSESSMENT CRITERIA

| Mark Band | AO1: Create and develop ideas to communicate meaning for theatrical performance. | AO2: Apply theatrical skills to realise artistic intentions in live performance. | AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. | AO4: Analyse and evaluate their own work and the work of others. |
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| 16-20 | Evidence of excellent skills in creating and developing ideas to communicate meaning. There is evidence of a highly developed and highly creative response to the stimulus. | An extensive range of skills are demonstrated. Skills are deployed precisely and in a highly effective way. The range of theatrical skills referenced is extensive and specifically calculated to interpret character/support the action. | Demonstrates an excellent knowledge and understanding of how drama and theatre is developed and performed. The ideas given are exact, well-developed, and entirely appropriate for the topic. | Demonstrates highly developed skills in identifying and investigating how far they developed their theatrical skills and how successfully they contributed (<i>analysis</i>). Response demonstrates highly developed skills in formulating judgements (<i>evaluation</i>). |
| 11-15 | Evidence of good skills in creating and developing ideas to communicate meaning. There is evidence of a creative and engaged response to the stimulus. The explanation is clear and most points are explored in some detail. | Wide range of skills are demonstrated. Skills are deployed confidently and in a mostly effective way. The range of theatrical skills referenced is wide and clearly targeted at successfully interpreting the character/supporting the action | Demonstrates a good knowledge and understanding of how drama and theatre is developed and performed. The ideas given are clear, developed and secure, have a good degree of appropriateness for the topic. | Demonstrates developed and secure skills in identifying and investigating how far they developed their theatrical skills and how successfully they contributed (<i>analysis</i>). Response demonstrates developed and secure skills in formulating judgements (<i>evaluation</i>). |
| 6-10 | Evidence of reasonable skills in creating and developing ideas to communicate meaning. There is evidence of a meaningful response to the stimulus which shows some creativity. The explanation is reasonably clear but some points are not explored. | Fair range of skills are demonstrated. Skills are deployed with care and with effectiveness in places. The range of theatrical skills referenced is fair and has some potential to interpret the character/support the action. | Demonstrates a reasonable knowledge and understanding of how drama and theatre is developed and performed. The ideas given are reasonably clear, mostly sound, have some relevance for the extract and indicate a reasonable knowledge of the topic. | Demonstrates some developing skill in identifying and investigating how far they developed their theatrical skills and how successfully they contributed (<i>analysis</i>). Response demonstrates some developing skill in formulating judgements (<i>evaluation</i>). |
| 0-5 | Evidence of limited skills in creating and developing ideas to communicate meaning. There is evidence of an under-developed response to the stimulus. | Narrow range of skills are demonstrated. Skills are deployed uncertainly with little effectiveness. The range of theatrical skills referenced is narrow and has limited potential to interpret the character/support the action. | Demonstrates a limited knowledge and understanding of how drama and theatre is developed and performed. The ideas given demonstrate underdeveloped knowledge, may lack clarity and/or appropriateness for the extract and indicate a limited knowledge of the play as a whole. | Demonstrates undeveloped skills in identifying and investigating how far they developed their theatrical skills and how successfully they contributed (<i>analysis</i>). Response demonstrates undeveloped skills in formulating judgements (<i>evaluation</i>). |

KS3 DANCE ASSESSMENT CRITERIA

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| Mark Band | AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. | AO2: Create dance, including movement material and aural setting, to communicate choreographic intention. | AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills. | AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. |
| 17-20 | Pupil demonstrates and communicates exceptional ability in performance skills (physical, technical, expressive, mental, safe working). Has exemplary use of all skills. | Pupil has exemplary understanding (through discussion) and application (through choreography) of choreographic, processes and structures devices or use of ASDR in a highly developed and effective manner. | Pupil exemplary contributions of evaluating and analysing through peer or self-assessment. This is consistent and efficient use of subject specific vocabulary. | Pupil has exemplary knowledge in recognition of describing, defining, reflecting and connecting ideas on professional works or styles.. This is consistent and efficient use of subject specific vocabulary. |
| 13-16 | Pupil has effective knowledge and confidently embodies performance skills (physical, technical, expressive, mental, safe working). Has a proficient use most skills. | Pupil has effective knowledge or application of processes and structures devices and use of ASDR. There is a proficient connection between ideas and application. | Pupil provides effective contributions of evaluating and analysing through peer or self-assessment. | Pupil has effective knowledge in recognition of describing, defining and reflecting on professional works or styles. There is proficient use of subject specific vocabulary. |
| 9-12 | Pupil has sound knowledge and some clear embodiment of performance skills (physical, technical, expressive, mental, safe working). Has demonstrated some skills consistently. | Pupil has sound knowledge or application of processes and structures devices and use of ASDR. There is some consistency between ideas and application. | Pupil provides sound contributions of evaluating and analysing through peer or self-assessment. | Pupil has sound knowledge in recognition of describing, defining and reflecting on professional works or styles. There is some use of subject specific vocabulary regularly. |
| 5-8 | Pupil has some knowledge and basic embodiment of performance skills (physical, technical, expressive, mental, safe working). There is inconsistent demonstration of few skills consistently. | Pupil has some knowledge or application of basic processes and structures devices or use of ASDR. There is inconsistency between ideas and application. | Pupil provides some contribution of evaluating and analysing through peer or self-assessment. There is inconsistent use of subject specific vocabulary on occasions. | Pupil has some recognition of describing and defining professional works or styles. There is inconsistent use of subject specific vocabulary on occasions. |
| 0-4 | Pupil has limited to no knowledge of any performance skills (physical, technical, expressive, mental, safe working). Can demonstrate very few skills inconsistently. | Pupil shows limited to no knowledge of understanding or application choreographic, processes and structures devices or use of ASDR. | Pupil provides limited to no contribution of evaluating and analysing through peer or self-assessment. There is limited use of subject specific vocabulary on very few occasions. | Pupil shows limited to no recognition of describing and defining professional works or styles. There is limited use of subject specific vocabulary on very few occasions. |