

# 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.
<b>16-20 Mastery</b>	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> ).
<b>11-15 Secure</b>	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> ).
<b>6-10 Developing</b>	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> ).
<b>0-5 Emerging</b>	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> ).

## Music Assessment Criteria

Mark Band	Performance Skills	Composing Skills	Key Terminology & Understanding	Analysis
<b>17-20</b>  <b>Mastery</b>	Pupil has a highly developed ability to perform on a given instrument with excellent accuracy, fluency, and confidence.	Pupil composes using a range of elements using their own ideas. The composition is creative and effective with a complete understanding of style and structure.	Pupil can use key terminology and language when exploring different musical products correctly with confidence verbally or through written responses.	Pupil can confidently evaluate their own product in response to a style or genre and discuss changes they could make for future products.
<b>13-16</b>  <b>Secure</b>	Pupil has a secure ability to perform on a given instrument and can perform with good accuracy, fluency, and confidence.	Pupil composes using a range of their own musical ideas. The composition is effective and has a clear sense of style and structure.	Pupil can use key terminology and language when exploring different musical products. This language is used most of the time verbally or through written responses.	Pupil can evaluate their own product in response to a style or genre.
<b>7-12</b>  <b>Developing</b>	Pupil has a good ability to perform on a given instrument and would be able to demonstrate increasing knowledge of style. They have a moderate level of accuracy, fluency, and confidence.	Pupil composes using music ideas which involve a pupils' own ideas. The composition has a sense of style and structure.	Pupil can use key terminology and language mostly accurately when exploring different musical products. This language is used some of the time verbally or through written responses.	Pupil can evaluate their own product individually and can start to reflect through the music genre or style.
<b>0-6</b>  <b>Emerging</b>	Pupil has a basic ability to perform on a given instrument with some accuracy and fluency. Pupil will have a growing sense of confidence.	Pupil composes using a limited range of musical ideas which involve given materials that has a given or limited sense of style or structure.	Pupil can use a basic level of key terminology and language with varying success when exploring different musical products and is used sparingly.	Pupil has a basic ability to evaluate their product individually or as part of a musical genre or style.
	Pupil is unable to perform on a given instrument correctly and has limited accuracy and fluency. The pupil may also lack confidence.	Pupil shows limited evidence of musical ideas that have no sense of style and structure or incompleteness.	Pupil is unable to use or understand key terminology and language and does not attempt to use it during verbal or written responses.	Pupil is unable to evaluate their product individually or as part of a musical genre or style.