Drama Department
Nuntthorpe Academy

KS3 Drama Assessment Levels

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Performance	I can face the audience when performing. I participate vocally in the performance. I am able to physically move around the stage. I demonstrate stillness at the start and end of a piece. I remain in character for the majority, if not all, of the piece.	I can perform with changes of level and understand what this means. I am aware that I need to always face the audience. I project my voice so I can be heard. I can apply some simple facial expressions to show the mood and feelings of my role(s). I can use basic mime to show objects to an audience. I remain in character for all of the piece.	I can use simple facial expression with body language and gestures to create a well-developed character. I can show status within my characterisation by way of simple vocal and physical skills. I can deliver my vocals with clarity and diction so that the audience can hear and understand what I am saying. I am able to demonstrate actions and my intention(s) through mime. I can change my voice using some basic vocal skills which are sustained so that I sound different. I remain in character for all of the piece.	I am able to use space appropriately in a performance to show different areas and locations. I am able to add some elements of pace, volume and pitch into my voice so that it sounds different to my own. I can add some well-developed mime into my work to communicate what is happening or being interacted with to an audience. I interact with my fellow performers, demonstrating good working relationships with them. I can improvise efficiently when something goes wrong, if needed. I remain in character for all of the piece.	I am able to use space in an imaginative and consistently appropriate way to show the different areas and locations within the drama that I create. I can vary the pitch, pace, volume, and tone of my voice with ease when playing different character roles within a performance. I add gesture and mime throughout my character performance, changing these to suit the way I use objects as different character roles within a piece. I have begun to use eye contact and touch when acting with others within my group. I am able to apply the five key questions when creating and playing different character roles. I can improvise efficiently when something goes wrong, if needed. I remain in character for all of the piece.	I am able to use space in an imaginative and consistently appropriate way to show the different areas and locations within the drama that I create. I can vary the pitch, pace, volume, and tone of my voice with ease when playing different character roles within a performance. I have also started to use dramatic pause and silence when necessary to add tension. I add gesture and mime throughout my character performance, changing these to suit the way I use objects as different character roles within a piece. I can engage the audience when using these skills within a performance to create different emotions. I am able to apply the five key questions when creating and playing different character roles and am also able to multirole within a piece. I am able to use eye contact with the audience to break the fourth wall if needed. I remain in character for all of the piece.	I am able to use space in an imaginative and consistently appropriate way to show the different areas and locations within the drama that I create. I can vary the pitch, pace, volume and tone of my voice with ease when playing different character roles within a performance. I have also started to use dramatic pause and silence when necessary to add tension. I can use accent at an excellent level and show contrast when needing to do so. I add gesture and mime throughout my character performance, changing these to suit the way I use objects as different character roles within a piece. I can engage the audience when using these skills within a performance to create different emotions. My movement shows excellent control, and I am able to control and consider space, gesture, timing and accuracy. I am able to apply the five key questions when creating and playing different character roles and am also able to multirole within a piece. I am able to use eye contact with the audience to break the fourth wall if needed. I remain in character for all of the piece.	I am able to use space in an imaginative and consistently outstanding way to show the different areas and locations within the drama that I create. I can vary the pitch, pace, volume and tone of my voice with ease when playing different character roles within a performance. I have also started to use dramatic pause and silence when necessary to add tension. I can use accent at an excellent level and show contrast when needing to do so. Accents are always used and this is always consistent and demonstrates outstanding understanding of characters, themes and topics. I add gesture and mime throughout my character performance, changing these to suit the way I use objects as different character roles within a piece. I can engage the audience when using these skills within a performance to create different emotions. My movement shows outstanding control, and I am able to control and consider space, gesture, timing and accuracy with fluency and finesse. I am able to apply the five key questions when creating and playing different character roles and am also able to multirole within a piece with confidence and finesse. I am able to use eye contact with the audience to break the fourth wall if needed and when doing so, do this with confidence and finesse. I remain in character for all of the piece.	I am able to use space in an imaginative and consistently exceptional way to show the different areas and locations within the drama that I create. I can vary the pitch, pace, volume and tone of my voice with ease when playing different character roles within a performance. I have also started to use dramatic pause and silence when necessary to add tension. I can use accent at an excellent level and show contrast when needing to do so. An exceptional range of accents are always used and this is always consistent and demonstrates exceptional understanding of characters, themes and topics. I add gesture and mime throughout my character performance, changing these to suit the way I use objects as different character roles within a piece. I can engage the audience when using these skills within a performance to create different emotions. My movement shows exceptional control and sensitivity, and I am able to control and consider space, gesture, timing and accuracy with fluency and finesse. I am able to apply the five key questions when creating and playing different character roles and am also able to show that I can multirole exceptionally well within a piece with confidence and finesse. I am able to use eye contact with the audience to break the fourth wall if needed and when doing so, do this with exceptional confidence, finesse and refinement. I remain in character for all of the piece.

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Devising	I can work in a group and listen to ideas. I can participate in group work when asked to do something by another member. I can be part of the rehearsal process and will contribute with my performance and teamwork skills.	I am able to contribute some basic ideas in a group. I can participate in group work when asked to do something by another member. I can listen to other people's ideas and react to these effectively. I can stay on task to rehearse and will not be easily distracted by others.	I am able to contribute some of my own ideas when working in a group. I can participate in group work when asked to do something by another member and also have the confidence to ask others to do things too. I can suggest some basic vocal and physical skills when creating characters in drama. I can use and understand the importance levels in a piece of drama. I can take ideas and start to develop these into better things for the performance.	I am able to confidently think of ideas relating to the stimulus, topic or task at hand. I can add in strategies such as narration and still image to devise my drama. I add levels in my piece and understand how these can enhance the drama. I can suggest some basic vocal and physical skills when creating characters in drama. I can use and understand the importance levels in a piece of drama. I can take ideas and start to develop these into better things for the performance. I adequately engage in the collaboration and rehearsal process.	I am able to confidently think of ideas relating to the stimulus, topic or task at hand. Some of these are creative and imaginative. I can add in a range of strategies such as narration, still image, thought track and slow motion to devise my drama. I can suggest some developed vocal and physical skills when creating characters in drama. I can use and understand the importance levels in a piece of drama. I am fully engaged with the process of collaboration, rehearsal, and refinement. I am aware of and use stage direction throughout rehearsal. I am beginning to be aware of the different styles of drama and how these can be used.	I am able to confidently think of ideas relating to the stimulus, topic or task at hand. Some of these are creative and imaginative. I can add in a range of strategies such as narration, still image, thought track, slow motion, split stage and cross cutting to devise my drama. I can suggest some developed vocal and physical skills when creating characters in drama. I can use and understand the importance levels and proxemics within a piece of drama. I am fully and confidently engaged with the process of collaboration, rehearsal, and refinement. I am aware of and use stage direction confidently throughout rehearsal. I am aware of the different styles of drama and how these can be used.	I am able to confidently think of ideas relating to the stimulus, topic or task at hand. Most of these are creative and imaginative. I can add in a range of strategies such as narration, still image, thought track, slow motion, split stage, cross cutting and physical theatre to devise my drama. I understand how this contributes to naturalistic and abstract performance. I can suggest some developed vocal and physical skills when creating characters in drama. I can use and understand the importance levels and proxemics within a piece of drama. I am fully and confidently engaged with the process of collaboration, rehearsal, and refinement. I am aware of and use stage direction confidently throughout rehearsal. I am aware of the different styles of drama and how these can be used, both naturalistic and abstract performance.	I am able to confidently think of ideas relating to the stimulus, topic or task at hand. The majority of these are creative and imaginative. I can add in a range of strategies such as narration, still image, thought track, slow motion, split stage, cross cutting, physical theatre, two tag and anthropomorphism to devise my drama. I understand how this contributes to naturalistic and abstract performance. I can confidently suggest some developed and sustained vocal and physical skills when creating characters in drama. I can confidently use and understand the importance levels and proxemics within a piece of drama. I am fully and confidently engaged with the process of collaboration, rehearsal, and refinement. I can use drama specific vocabulary within the devising process. I am aware of and can confidently use stage direction throughout rehearsal. I am aware of the different styles of drama and how these can be used, both naturalistic and abstract performance.	I am able to confidently think of ideas relating to the stimulus, topic or task at hand. All of these are creative and imaginative throughout the majority of performances that I devise. I can add in a range of strategies such as narration, still image, thought track, slow motion, split stage, cross cutting, physical theatre, two tag and anthropomorphism to devise my drama. I understand how this contributes to naturalistic and abstract performance at an outstanding level. I can confidently suggest developed and sustained vocal and physical skills when creating characters in drama. This continues to an outstanding level. I can confidently use and understand the importance levels and proxemics within a piece of drama. I am fully and confidently engaged with the process of collaboration, rehearsal, and refinement to an outstanding level. I can use drama specific vocabulary within the devising process. I am aware of and can confidently use stage direction throughout rehearsal to an outstanding level. I am aware of the different styles of drama and how these can be used, both naturalistic and abstract performance at an outstanding level.
Response & Analysing	I can say if I liked a piece of drama. I can say if I contributed to a piece of drama.	I am able to give some basic explanation of what I did. I can say why I liked or what I didn't like about a piece of drama. I am able to say what I was good at within a piece of drama.	I can say what I contributed to the piece and how I did it. I can use some drama terminology to talk about the drama. I can say what I liked and didn't like about a piece of drama giving basic reasons for this. I am able to analyse the intentions of my drama.	I can say what I and didn't like about a piece of drama giving simple reasons for my opinion and basic advice to improve. I can use basic drama vocabulary when talking about my drama. I can offer some explanation for decisions made. I am able to analyse the intention of my drama.	I am able to say what worked in a drama piece, what needs to be improved and advise on how to develop work. I am able to recognise my own strengths and weaknesses within a piece. I am able to offer reasons why we decided to do what we have done, analysing and evaluating decisions. I can use drama terminology appropriately.	I am able to suggest ways to improve and refine work, backing up my comments with detailed reasons. I am able to offer sustained reasons for the creative intentions of the performance. I can use secure drama terminology throughout. I am able to analyse and evaluate my own work and performance skills.	I am able to identify areas of success in all my drama work and give ways in which I can improve backing up with comments with examples and evidence. I can use a developed use of appropriate drama terminology. I am able to offer a developed and secure analysis and evaluation of individual performance skills in the performance. I am able to offer a developed explanation for the creative intentions of the performance.	I can identify and make constructive comments on all work and build on comments made by others, supporting them with reasons. I offer specific detailed points for improvement of my own and others work. My use of dramatic vocabulary is excellent. I am able to offer comprehensive and secure analysis of individual performance skills. I am able to offer and detailed, well developed and realised explanation for the intentions of the piece.	I can identify and make constructive comments on all work and build on comments made by others, supporting them with reasons. I offer specific detailed points for improvement of my own and others work. My use of dramatic vocabulary is outstanding. I am able to offer outstanding, comprehensive and secure analysis of individual performance skills. I am able to offer and detailed, highly developed and realised explanation for the intentions of the piece.

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Communication & Rehearsing	I struggle to stay on task. I give little ideas and creative thoughts. I listen to others but do not always act on this. I am unable to effectively evaluate work.	I stay on task for some of the lesson but quickly lose concentration. I give basic ideas, but these are underdeveloped and not creative. I listen to others and am able to understand points of view. I can identify strengths but cannot say why.	I stay on task for most of the lesson. I give basic ideas which have some development but are not always creative. I listen to others and am able to understand points of view. I can identify strengths and weaknesses but cannot say why.	I stay on task throughout the lesson. I offer ideas that are considered with some development and creativity. I listen to others and am able to understand and react to their points of view. I can identify strengths and weaknesses.	I stay on task throughout the lesson, leading some tasks in groups. I offer creative ideas that are considered with development. I listen to others and am able to put their ideas into practice. I can identify strengths and weaknesses and justify the reasons.	I stay on task throughout the lesson, leading throughout, different tasks. I offer varied creative ideas that are well developed. I listen to others and am able to put their ideas to practice, offering ways to develop them. I can identify strengths and weaknesses and justify the reasons. I am able to offer ways to improve our piece.	I stay on task throughout the lessons contributing and leading different tasks. I offer imaginative and varied ideas which are well developed and begin to think outside the box. I listen to others and am able to put their ideas into practice and help develop them to create an excellent piece of work. I can identify strengths and weaknesses and justify the reasons. I can offer ways to improve our piece with clear understanding of the impact it would cause.	I stay on task throughout the lesson contributing and leading different tasks to an excellent level. I offer imaginative and varied ideas which are well developed and which have been thought outside the box. I listen to others and am able to put their ideas into practice and help develop them to create an exceptional piece of work. I can identify strengths and weaknesses and justify the reasons in detail. I offer ways to improve our piece throughout the process and can discuss this with others in the group. I have a clear understanding of the impact it would cause.	I stay on task throughout the lesson contributing and leading different tasks to an exceptional level. I offer imaginative and varied ideas which are well developed and which have been thought outside of the box to an exceptional level. I listen to others, helping them to put their ideas into practice and develop these into an exceptional piece of work. I can identify strengths and weaknesses and justify the reasons in detail. I offer ways to improve our piece throughout the process and can discuss this with others in the group. I have a clear understanding of the impact it would cause.