

KS4 (GCSE) Drama Assessment Levels

Grade ONE	Performance (AO2)	Devising (AO1)	Response & Analysing (AO1 / AO4)	Communication & Rehearsing
	<ul style="list-style-type: none"> -Vocal skills are limited. Vocal delivery is inconsistent. -Limited technical control in the use of vocal basic techniques, (clarity, and volume.) Vocal performance has no variation. -Physical skills are limited. Physical delivery is not present. -Limited use of physical techniques (gesture, facial expression, stance, contact, use of space. Physical performance lacks variation and range. -Creates a basic individual performance. 	<ul style="list-style-type: none"> -Underdeveloped practical creation, development, and refinement of ideas from the stimuli to communicate meaning. -Demonstrates tentative engagement with the process of collaboration, rehearsal, and refinement. 	<ul style="list-style-type: none"> -Offers very limited and underdeveloped explanation of the creative intentions for the performance. -Drama terminology is limited or inconsistent and not always appropriate. -Limited analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language. -Demonstrates some ability to analyse and evaluation of personal contribution with some acknowledgement of the intention but clearly not understood. -Some basic acknowledgement of individual performance skills demonstrated in performance. -Very little acknowledgement or understanding of personal contribution to the creation, development, and refinement process. 	<ul style="list-style-type: none"> -Struggles to stay on task. -Gives little ideas or creative thoughts. -Listens to others but does not always act on this. -Is unable to effectively evaluate work.

Grade TWO

- Vocal skills are underdeveloped. Vocal delivery is inconsistent.
- Limited technical control in the use of vocal techniques, (clarity, pace, pitch etc.) Vocal performance lacks variation.
- Physical skills are underdeveloped. Physical delivery is often inappropriate and inconsistent.
- Limited control in the use of physical techniques (gesture, facial expression, stance, contact, use of space. Physical performance lacks variation and range.
- Creates a basic individual performance. Limited ability to create character(s) role(s) Characterisation is uneven and lacks range.

- Limited practical creation, development, and refinement of ideas from the stimuli to communicate meaning.
- Demonstrates some limited and some developed engagement with the process of collaboration, rehearsal, and refinement.

- Offers a basic and underdeveloped explanation of the creative intentions for the performance.
- Drama terminology is limited or inconsistent which is not always appropriate.
- Limited analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.
- Demonstrates basic ability to analyse and evaluation of personal contribution and realisation of creative intentions within the performance.
- Underdeveloped analysis and evaluation of individual performance skills demonstrated in performance.
- Limited analysis and evaluation of personal contribution to the creation, development, and refinement process.

- Stays on task for some of the lesson but quickly loses concentration
- Gives some basic ideas but these are underdeveloped and not creative.
- Listens to others and is able to understand points of view.
- Can identify strengths but cannot say why.

Grade THREE

- Vocal skills are present, with some understanding. Vocal delivery is generally appropriate but not consistent.
- Some technical control is seen in the use of vocal techniques.
- Physical skills are present and generally appropriate yet not consistent.
- Evidence that there is some technical control can be seen in the use of gesture, facial expression, stillness, stance, contrast, use of space. Physical performance shows some variation.
- Creates a general sound physical performance. Performance is generally appropriate and consistent.
- Individual performance demonstrates generally sound understanding of style, genre, and theatrical conventions.
- Some technical control in the use of vocals and physical skills.

- Some sound practical creation, development, and refinement of ideas from the stimuli to communicate meaning.
- Demonstrates some adequate engagement with the process of collaboration, rehearsal, and refinement.

- Offers a basic, explanation of the creative intentions for the performance, some development is seen.
- Has some adequate use of drama terminology which is sometimes appropriate.
- Some adequate analysis with basic evaluation of personal contribution to the creation, development, and refinement process.
- Some adequate analysis with basic evaluation of decisions made regarding content, genre, structure, character, form, style, and language.
- Some analysis with some developed points about evaluation of individual performance/design skills demonstrated in the performance.
- Demonstrates some ability to analyse and evaluate the realisation of creative intentions within the performance, this does not lead to an evaluation.

- Stays on task for most of the lesson.
- Gives some basic ideas these are considered with some development but not always creative.
- Listens to others and is able to understand points of view.
- Can identify strengths and weaknesses but cannot say why.

Grade FOUR

- Vocal skills are sound, with adequate understanding. Vocal delivery is generally appropriate and consistent.
- Sound technical control in the use of vocal techniques.
- Physical skills are sound and generally appropriate and consistent.
- Sound technical control of gesture, facial expression, stillness, stance, contrast, use of space. Physical performance shows general variation and range.
- Creates a general sound physical performance. Performance is generally appropriate and consistent.
- Individual performance demonstrates generally sound understanding of style, genre, and theatrical conventions.
- Sound technical control in the use of vocals and physical skills.

- Some good practical creation, development, and refinement of ideas from the stimuli to communicate meaning.
- Demonstrates good and adequate engagement with the process of collaboration, rehearsal, and refinement.

- Offers adequate explanations of the creative intentions for the performance.
- Generally adequate use of drama terminology which is sometimes appropriate.
- Generally adequate analysis with basic evaluation of personal contribution to the creation, development, and refinement process.
- Generally adequate analysis with basic evaluation of decisions made regarding content, genre, structure, character, form, style, and language.
- Adequate analysis with basic evaluation of individual performance/design skills demonstrated in the performance.
- Demonstrates adequate ability to analyse and evaluate the realisation of creative intentions within the performance, this leads to a limited evaluation.

- Stays on task throughout the lesson.
- Offers ideas these are considered with some development and creativity.
- Listens to others and is able to understand and react to their points of view.
- Can identify strengths and weaknesses.

Grade FIVE

-Vocal skills are good, with adequate understanding. Vocal delivery is generally appropriate and consistent but need more variation.

-Good technical control in the use of vocal techniques but needs to be developed.

-Physical skills are good and generally appropriate and consistent, these needs to be more developed.

-Good technical control of gesture, facial expression, stillness, stance, contrast, use of space. Physical performance shows general variation and range.

-Creates a good physical performance. Performance is appropriate and consistent.

-Individual performance demonstrates a good understanding of style, genre, and theatrical conventions.

-Good technical control in the use of vocals and physical skills.

-Effective and sustained practical creation, development, and refinement of ideas from the stimuli to communicate meaning.

-Demonstrates secure engagement with the process of collaboration, rehearsal, and refinement.

-Offers explanations for the creative intentions of the performance but these are not sustained throughout.

-Use of appropriate drama terminology is seen but not developed throughout.

-Analysis and evaluation of decisions made regarding content, genre, structure, character, form, style and language are present but these are not sustained throughout.

-Analysis and evaluation of individual performance skills demonstrated in the performance are seen but not sustained throughout.

-Demonstrates some ability to analyse and evaluate the realisation of creative intentions within the performance but these are not clear or sustained.

-Stays on task throughout the lesson, leading some tasks in groups.

-Offers creative ideas these are considered with development.

-Listens to others and is able to put their ideas in to practice.

-Can identify strengths and weaknesses and justify the reasons.

Grade SIX

-Creates a coherent individual performance, demonstrating clear ability to combine and apply vocal and physical skills. Delivery is appropriate, consistent, and purposeful.

-Competent vocal control demonstrated when applying use of clarity, pace, inflection, pitch, and projection.

-Competent physical control demonstrated when applying use of space, gesture, stillness, and stance.

-Clear ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with coherent focus, energy and confidence that contributes to the overall performance. Characterisation is developed and shows a range of mood and emotions.

-Individual performance demonstrates coherent understanding of style, genre, and theatrical conventions

-Vocal and physical delivery is appropriate, consistent, and purposeful.

-Secure control in the use of physical and vocal techniques.

-Creative and developed practical creation, and refinement of ideas from the stimuli to communicate meaning.

-Demonstrates imaginative and creative engagement with the process of collaboration, rehearsal, and refinement.

-Offers sustained explanations for the creative intentions of the performance.

-Secure and consistent use of appropriate drama terminology

-Secure analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language

-Secure analysis and evaluation of individual performance skills demonstrated in the performance.

-Demonstrates secure and sustained ability to analyse and evaluate the realisation of creative intentions within the performance.

-Stays on task throughout the lesson, leading throughout, different tasks.

-Offers varied creative ideas these are well developed.

-Listens to others and are able to put their ideas in to practice, offering ways to develop these.

-Can identify strengths and weaknesses and justify the reasons. They are able to offer ways to improve their pieces.

Grade SEVEN

- Creates a creative individual performance, demonstrating accomplished ability to combine and apply vocal and physical skills. Delivery is somewhat engaging, dynamic, and skilful throughout.
- Creative and skilful vocal control demonstrated when applying some use of clarity, pace, inflection, pitch, and projection.
- Comprehensive physical control demonstrated when applying use of space, gesture, stillness, and stance.
- Accomplished ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with comprehensive focus, energy, confidence, and commitment that are integral to the overall performance.
- Assured characterisation shows an accomplished level of refinement and range of moods and emotions.
- Individual performance demonstrates comprehensive understanding of style, genre, and theatrical conventions.
- Vocal and physical delivery is engaging, skilful throughout. Comprehensive technical control in the use of physical and vocal techniques.

- Assured and comprehensive practical creation, development, and refinement of ideas from the stimuli to communicate meaning.
- Demonstrates confident engagement with the process of collaboration, rehearsal, and refinement.

- Offers developed explanations for the creative intentions of the performance.
- Developed use of appropriate drama terminology.
- Assured and developed analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.
- Developed and secure analysis and evaluation of individual performance skills demonstrated in the performance.
- Demonstrates developed and secure analyse and evaluate about the realisation of creative intentions within the performance.

- Stays on task throughout the lesson contributing and leading different tasks.
- Offers imaginative and varied ideas which are well developed. Ideas begin to think outside of the box
- Listens to others, is able to put their ideas into practice and develop these to create an excellent piece of work.
- Can identify strengths and weaknesses and justify the reasons. They are able to offer ways to improve their pieces with clear understanding of the impact of this.

Grade EIGHT

-Creates an assured individual performance, demonstrating accomplished ability to combine and apply vocal and physical skills. Delivery is highly engaging, dynamic, and skilful throughout.

-Comprehensive, skilful and highly varied vocal control is demonstrated when applying a use of clarity, pace, inflection, pitch and projection throughout the piece.

-Comprehensive physical control demonstrated when applying use of space, gesture, stillness and stance throughout the performance and changes of character/role

-Accomplished ability to create character(s)/role(s) that supports the communication of creative intent to the audience, this is fully understood and clearly communicated. Developed and comprehensive focus, energy, confidence, and commitment are integral to the overall performance.

-Assured characterisation shows an accomplished level of refinement and range of moods and emotions throughout the performance in a range of characters.

-Individual performance demonstrates comprehensive understanding of style, genre, and theatrical conventions, which are well developed throughout.

-Highly Assured and comprehensive practical creation, development, and refinement of ideas from the stimuli to communicate meaning.

-Demonstrates highly confident engagement with the process of collaboration, rehearsal, and refinement.

-Stays on task throughout the lesson contributing and leading different tasks to an excellent level.

-Offers imaginative and varied ideas which are well developed. Ideas think outside of the box

-Listens to others, is able to put their ideas into practice and develop these to create an exceptional piece of work.

-Can identify strengths and weaknesses and justify the reasons in detail. They offer ways to improve their pieces throughout the process and can discuss this with others, they have a clear understanding of the impact of this.

	<p>-Vocal and physical delivery is engaging, dynamic and skilful throughout. Ideas are fully developed.</p> <p>-Comprehensive and technical control in the use of physical and vocal techniques.</p>			
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Grade NINE

-Creates an assured, exceptionally rehearsed, and imaginative individual performance, demonstrating accomplished ability to combine and apply vocal and physical skills. Delivery is highly engaging, dynamic, and skilful throughout.

-Outstanding and Comprehensive skilful vocal control demonstrated when applying use of clarity, pace, inflection, pitch, and projection. This shows a sense of flair and imagination.

-Outstanding, comprehensive, and skilful physical control demonstrated when applying use of space, gesture, stillness, and stance. Used with creativity and imagination to produce a well realised performance.

-Outstanding ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with comprehensive focus, energy, confidence, and commitment that are integral to the overall performance.

-Outstanding characterisation shows an excellent level of refinement and range of moods and emotions.

-Individual performance demonstrates outstanding understanding of style, genre, and theatrical conventions.

-Assured and comprehensive practical creation, development, and refinement of ideas from the stimuli to communicate meaning.

-Demonstrates highly confident and creative engagement with the process of collaboration, rehearsal, and refinement

-Can offer comprehensive explanations for the creative intentions of the performance

-Confident and accomplished use of terminology drama terminology.

-Assured analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.

-Comprehensive analysis and evaluation of individual performance skills demonstrated in the performance.

-Demonstrates accomplished and comprehensive ability to analyse and evaluate the realisation of creative intentions within the performance.

-Stays on task throughout the lesson contributing and leading different tasks to an exceptional level.

-Offers imaginative and varied ideas which are well developed. Ideas think outside of the box to an exceptional level.

-Listens to others helping others develop their ideas. Is able to put their and others' ideas into practice and develop these to create an exceptional piece of work.

-Can identify strengths and weaknesses and justify the reasons in detail. They offer ways to improve their pieces throughout the process and can discuss this with others. They have a clear understanding of the impact of this.

	<p>-Vocal and physical delivery is engaging, dynamic and exceptionally skilful throughout.</p> <p>-Outstanding comprehensive and technical control in the use of physical and vocal techniques.</p>			
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