

Drama Grade Descriptors



Grade	AO1 (20%) Create and develop ideas to communicate meaning for theatrical performance (MAKING)	AO2 (30%) Apply theatrical skills to realise artistic intentions in liver performance (PERFORMING)	AO3 (30%) Demonstrate knowledge and understanding of how drama and theatre is developed and performed (RESPONDING)	AO4 (20%) Analyse / evaluate their own work and that of others (EVALUATION)
9	<p>A very productive leader who is very effective at co-operation and compromise. A very positive working atmosphere exists because of their adaptability and perceptiveness. Their own creations are brilliantly written showing outstanding confidence and creativity. This work always far outstrips the demands of the criteria set. Has complete control over all Drama techniques, often using them with surprising, original and impressive results.</p>	<p>Is completely committed to the roles they play and the performances they take part in. Any lines set to learn are delivered faultlessly, with creative and confident characterisation. Has complete control over the mental and physical skills needed to perform entirely convincing and impressive characters.</p>	<p>Diaries and written reflections are outstanding with very perceptive and intelligent comment and reflection across all areas. Demonstrates an advanced understanding of the theory of the style in use, including reference to any relevant practitioners and has strong awareness of the social, historical, political and cultural context of the work and the impact this has on the Drama.</p>	<p>Can respond to questions and feedback in class with very perceptive comments and original and challenging ideas. Makes very original suggestions for improvement, reflecting on skills and end result.</p>
8	<p>A strong leader who is very committed to the drama and able to keep the working atmosphere positive and productive. They are able to make changes to the way a group works in order to make it successful. Their own creations are very confidently and creatively written, consistently going beyond the demands of the criteria set. Can use many Drama techniques very creatively and with very effective and original results.</p>	<p>Can stay in role all the time, showing an impressive commitment to the performances they do. Any lines set to learn are delivered with flair, confidently and with a good sense of character. Can construct and perform a wide variety of characters with depth and sensitivity. Characters are interpreted with originality and flair.</p>	<p>Demonstrates an excellent understanding of the theory of the style in use, including reference to any relevant practitioners and has awareness of the social, historical, political and cultural context of the work and the impact this has on the Drama. Diaries and written reflections show an excellent level of analysis and evaluation, with perceptive comments on strengths and weaknesses.</p>	<p>Can respond to questions and feedback in class very well, showing that they have a deep understanding of Drama and can interpret ideas with originality and flair. Makes original suggestions for improvement, reflecting on the end result.</p>

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7	<p>Contributes ideas very well to their group and shows good leadership skills. They understand why team work is important and how to make it successful.</p> <p>Their own creations show very good confidence and creativity, going beyond the criteria set. Can recognise and use various different Drama techniques with definite confidence and creativity.</p>	<p>Can consistently stay in role for the whole of a performance. Any lines set to learn are delivered without mistakes.</p> <p>Can perform a variety of convincing characters with confidence and originality.</p>	<p>Demonstrates a very good understanding of the theory of the style in use, including reference to any relevant practitioners and has very good awareness of the social, historical, political and cultural context of the work and the impact this has on the Drama.</p> <p>Diaries and written reflections show a good level of analysis and some evaluation, with confident awareness of strengths and weaknesses.</p>	<p>Can respond to questions and feedback in class intelligently and without encouragement.</p> <p>Makes some original suggestions for improvement, reflecting on the end result.</p>
6	<p>Contributes ideas well to their group and is capable of showing good leadership skills. They understand why team work is important. Their own creations show good confidence and creativity, sometimes going beyond the criteria set. Can recognise and use various different Drama techniques with definite confidence and creativity.</p>	<p>Can consistently stay in role for the whole of a performance. Any lines set to learn are delivered with very few mistakes.</p> <p>Can perform a variety of convincing characters with confidence.</p>	<p>Demonstrates a good understanding of the theory of the style in use, including reference to any relevant practitioners and has good awareness of the social, historical, political and cultural context of the work.</p> <p>Diaries and written reflections show a good level of analysis, with confident awareness of strengths and weaknesses.</p>	<p>Can respond to questions and feedback in class with comments that are thought through and positive.</p> <p>Makes good suggestions for improvement, reflecting on the end result.</p>
5	<p>Will make a positive contribution to a group, sharing ideas and showing some leadership. Can explain why this is important.</p> <p>Their own creations show a growing confidence and creativity, consistently achieving the criteria set. Can recognise and use a wider variety of Drama techniques with growing confidence and</p>	<p>Can stay in role for most of the performance with few distractions. Any lines set to learn are delivered with occasional prompting.</p> <p>Can perform characters that are different from themselves with growing confidence and originality.</p>	<p>Demonstrates an understanding of the theory of the style in use, and has awareness of the social, historical, political and cultural context of the work and the impact this has on the Drama.</p> <p>Diaries and written reflections begin to show a detailed level of explanation, with clear awareness of strengths and weaknesses.</p>	<p>With some encouragement, they can respond to questions and feedback in class with comments that show some reflective thought. Makes suggestions for improvement, reflecting on the end result.</p>

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	creativity.			
4	Will make reasonable suggestions and contribution to their groups work, sharing some simple ideas. Their own creations show some thought and creativity, achieving the basic demands of the criteria set. Can recognise and use different Drama techniques with reasonable confidence.	Can stay in role for good parts of their performance, occasionally struggling to keep focused. Any lines set to learn are performed with frequent prompting. Can perform a character that shows some thought and difference from themselves	Demonstrates a reasonable understanding of the theory of the style in use and has reasonable awareness of some of the context of the work. Diaries and written reflections are often brief, but with some explanation of strengths and weaknesses.	Can respond to questions and feedback in class with basic descriptive responses. Will need strong teacher encouragement to do this. Makes reasonable suggestions for improvement.
3	Will be more comfortable being led by others in a group situation. Their own creations are basic. Can use basic Drama techniques with some success.	Can stay in a role they have created for some of the performance. They struggle to remember scripted lines. Can choose some appropriate movement and voice for a basic character.	Demonstrates some understanding of the theory of the style in use and has some awareness of the social, historical, political and cultural context of the work. Diaries and written reflections are basic, with basic descriptions. Description, rather than explanation is common.	Can respond to questions with simple statements. Makes simple suggestions for improvement.
2	Sometimes does as instructed by other group members. Their own creations are basic and will often not fulfil the criteria set. Can use basic Drama techniques	Can take on a basic character but struggles to maintain this for anything longer than a few minutes. Scripted lines are not learnt. Can create a character similar to themselves.	Demonstrates basic understanding of the theory of the style in use. May have basic awareness of the context of the work. Diaries are basic with very little reflection. They use simple statements.	Can respond to questions with basic statements. Makes basic suggestions for improvement.
1	Does not show awareness of other group members. Their own creations are very basic and do not fulfil the criteria set. When prompted, will use some basic Drama techniques.	Becomes a very basic character but cannot sustain this for more than a few minutes. Does not know scripted lines. Creates characters the same as themselves.	May demonstrate limited understanding of the theory of the style in use. Has limited awareness of the context of the work. Diaries are very basic and lack reflection.	Describes what they saw. Makes no suggestions for improvement.

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