

Key Stage Three Assessment Framework - Drama

	<b>1. Making</b>	<b>2. Performing</b>	<b>3. Responding</b>
<p><b>Excellent</b></p> <p><b>(X)</b></p>	<p>Pupils <b>consistently</b> evidence; X1.1 <b>excellent</b> skills in creating and developing ideas to communicate meaning.</p> <p>X1.2 a <b>highly developed</b> and <b>highly creative</b> response to stimulus.</p> <p>X1.3 competent use and control of technical and interpretive acting skills, showing <b>imagination and insight</b></p> <p>X1.4 a <b>high level</b> of focus and effort in practice and development.</p>	<p><b>Excellent</b> contribution to the performance evidencing;</p> <p>X2.1 <b>confidence, consistency</b> and <b>ease</b> in role</p> <p>X2.2 an <b>extensive, relevant</b> range of skills</p> <p>X2.3 Skills deployed <b>precisely, competently</b> and <b>fluently</b> and in a <b>highly effective</b> way</p> <p>X2.4 Personal interpretation is <b>entirely appropriate</b> to the play as a whole</p>	<p>Response demonstrates <b>highly developed</b> skills in identifying and investigating; X3.1 how far theatrical skills were developed.</p> <p>X3.2 how successfully they contributed to the rehearsal process and to the final piece.</p> <p>Response demonstrates <b>highly developed</b> skills in assessing; X3.3 the merit of different approaches and formulating judgments about the overall impact they had as an individual. X3.4 Pupils <b>set and justify</b> achievable targets for improvement and <b>evaluate</b> progress.</p>
<p><b>Good</b></p> <p><b>(G)</b></p>	<p>Pupils evidence;</p> <p>G1.1 <b>good</b> skills in creating and developing ideas to communicate meaning.</p> <p>G1.2 a <b>creative and engaged</b> response to stimulus.</p> <p>G1.3 competent use and control of technical and interpretive acting skill</p> <p>G1.4 <b>consistency</b> in focus and effort in practice and development.</p>	<p><b>Good</b> contribution to the performance evidencing;</p> <p><b>G2.1 Confidence</b> and <b>consistency</b> in role</p> <p>G2.2 A <b>wide</b> range of relevant skills</p> <p>G2.3 Skills deployed <b>confidently, competently</b> and in a <b>mostly effective</b> way</p> <p>G2.4 Personal interpretation exhibits a <b>good degree of appropriateness</b> to the play as a whole</p>	<p>Response demonstrates <b>developed and secure</b> skills in <u>identifying and investigating</u></p> <p>G3.1 how far theatrical skills were developed. G3.2 how successfully they contributed to the rehearsal process and to the final piece. Response demonstrates <b>developed and secure</b> skills in <u>assessing</u>; G3.3 the merit of different approaches and formulating judgments about the overall impact they had as an individual. G3.4 Pupils <b>set achievable targets</b> for improvement and <b>review</b> progress.</p>

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<p><b>Developing</b></p> <p><b>(D)</b></p>	<p>Pupils evidence;</p> <p><b>D1.1</b> reasonable skills in creating and developing ideas to communicate meaning.</p> <p><b>D1.2</b> a meaningful response to stimulus which shows some creativity.</p> <p><b>D1.3</b> Some insecure use and control of technical and interpretive acting skills in practice and development.</p> <p><b>D1.4</b> Inconsistent focus and effort in practice and development</p>	<p><b>Reasonable</b> contribution to the performance evidencing;</p> <p><b>D2.1</b> <b>Some</b> confidence in role</p> <p>D2.2 A <b>fair</b> range of <b>relevant</b> skills</p> <p>D2.3 Skills deployed <b>with care and effectiveness in places</b></p> <p>D2.4 Personal interpretation has <b>some relevance</b> to the play as a whole</p>	<p>Response demonstrates <b>some developing skill</b> in <u>identifying and investigating</u>;</p> <p>D3.1 how far theatrical skills were developed. D3.2 how successfully they contributed to the rehearsal process and to the final piece.</p> <p>Response demonstrates <b>some developing skill</b> in <u>assessing</u>;</p> <p>D3.3 the merit of different approaches and formulating judgments about the overall impact they had as an individual. D3.4 Pupils can <b>describe</b> strengths and areas to develop</p>
<p><b>Emerging</b></p> <p><b>(M)</b></p>	<p>Students evidence;</p> <p><b>M1.1</b> limited skills in creating and developing ideas to communicate meaning.</p> <p><b>M1.2</b> an underdeveloped response to stimulus</p> <p><b>M1.3</b> limited use and control of technical and interpretive acting skills in practice and development.</p> <p><b>M1.4</b> limited focus and effort in practice and development</p>	<p>Limited contribution to the performance evidencing;</p> <p>M2.1 Limited control in role</p> <p>M2.2 A narrow range of skills</p> <p>M2.3 Skills deployed uncertainly with little effectiveness</p> <p>M2.4 Personal interpretation lacks appropriateness to the play as a whole</p>	<p>Response demonstrates <b>undeveloped</b> skill in <u>identifying and investigating</u>;</p> <p>M3.1 how far theatrical skills were developed. M3.2 how successfully they contributed to the rehearsal process and to the final piece.</p> <p>Response demonstrates <b>undeveloped</b> skill in <u>assessing</u>;</p> <p>M3.3 the merit of different approaches and formulating judgments about the overall impact they had as an individual. M3.4 Students can <b>identify, with guidance</b>, strengths and areas to develop in own technique</p>