

Criteria			Assessment mark	Tracking
Creating	Performing	Reflecting		
My creative ideas have strength, meaning and are suitable to the piece. They allow me and others in the group to build meaningful characters and scenes. I can lead others sensitively, keeping a positive working atmosphere and making contributions which significantly improve the effectiveness of the work.	My use of gesture and facial expression allows me to perform, showing confidence, originality and commitment in role. My performance has a major contribution in conveying the play's intentions to an audience. I have an excellent understanding of style/genre and structure and use all to great effect.	I am highly successful at analysing in exacting detail how an actor used their skills on stage to realise their artistic intentions.	81-100	G&T
I suggest lots of ideas to develop work and roles, helping others sensitively in rehearsal. I always look for more creative ways of presenting work. As a result I can create well-sustained and convincing characters with confidence and originality.	I use pitch, pace, tone in my vocal work and am good at using facial expressions and gestures. I can convey complex ideas to an audience through my stage work. I understand how to use style/genre and/or structure to benefit my piece.	I always refer to how acting skills have been used in performance. I provide a good amount of detail in examples and seem secure in my knowledge.	61-80	G&T
I can stay focused throughout rehearsal and suggest ideas to develop the work and all the roles. I see the value in looking beyond a structure or frame and I look for new ways to explore characters/ideas.	I sometimes use pitch, pace, tone and voice creatively and at times use facial expressions and gestures to perform a role. I can convey ideas to an audience through my stage work. I have a good understanding of style/genre and/or the structure of the piece.	I regularly contribute meaningful evaluations of other people's performances. I refer to skills and how they are used by the actors.	45-60	Exceptional
I listen to and co-operate with others, sometimes suggesting ideas to develop my own role/the piece as a whole. I work well within a structure or frame but can sometimes offer a creative way of devising/performing work.	I can show a simple role through speech, movement and gesture. I can stay in role for the duration of the performance. I am aware of what I want to communicate to an audience. I have some understanding of style/genre and/or the structure of the piece.	I sometimes use drama vocabulary to evaluate performances. I am starting to provide examples to justify my opinions.	31-44	Expected
I work as part of a group but can sometimes find offering ideas difficult. I can mostly work within a structure or frame that is given to me & can respond to other people's ideas but rarely generate my own.	I sometimes face the audience. I have no understanding of style/genre and/or the structure of the piece.	When asked I am able to pick out basic skills that an actor has used in a performance.	20-30	Below expectation
I work with a group with support from my teacher. I respond to other people's ideas but will not generate my own.	I will choose to have non-speaking roles as I am not a confident performer. If I perform, I show little or no audience awareness.	I find it difficult to pick out basic skills of others.	0-19	Cause for concern

Pupils are assessed across all 3 criteria.

Year 7 Assessment Criteria - Drama