

KS3 Assessment at Braunton Academy

Drama Year 7

Grade	Students at this grade will typically show the following by the end of Year 7 in Drama
Showing Mastery	• Demonstrates confident use of voice, movement, and space to create believable characters and communicate meaning effectively. • Collaborates creatively and respectfully with others, contributing ideas and responding constructively to feedback during rehearsal and performance. • Can use relevant techniques with control and purpose to explore themes, characters, and situations. • Reflects critically on their own work and the work of others, using appropriate drama vocabulary to evaluate performance and suggest improvements. • Shows an understanding of dramatic structure and style, including the ability to shape scenes with clear beginnings, developments, and endings.
Working at Greater Depth	• Role is sustained throughout a performance • Shows awareness of an audience when performing (inc timing, delivery, interactions etc.) • Uses appropriate performance skills creatively and with some success to role / character / meaning / intention etc. • Can use relevant techniques clearly and appropriately in a performance (e.g. tableau, narration etc.) • Makes a meaningful contribution to the performance • Often contributes ideas relevant to the task • Listens, and is able to take direction and offer it to others • Able to create an appropriate performance (e.g. scene, motif, sequence etc.) • Maintains focus when working within a group • Uses subject-specific knowledge to enhance the rehearsal process • Able to use subject-specific vocabulary • Can identify strengths and weaknesses in own and others' work, and attempts to explain why • Can make and suggest appropriate changes for improvement in own and others' work • Has some knowledge of artistic practice, performance styles and genre • Able to bring their own interpretation to the work (e.g. scripts, stimulus, practitioners etc.)
Working at Expected Standard	• Stays in role for most of a performance • Able to be seen and/or heard when performing • Can use appropriate performance skills (e.g. vocal and physical skills, spatial awareness) to communicate a role / meaning / intention etc. • Can use given techniques appropriately in a performance (e.g. tableau, narration etc.) • Contributes some basic ideas relevant to the task • Listens and takes directions from others • Able to develop a short piece of work (e.g. scene, motif, sequence etc.) • Maintains some focus when working within a group

	• Makes some use of subject-specific knowledge in the rehearsal process • Able to use some subject-specific vocabulary • Can identify simple strengths and weaknesses in own and others' work • Can make and suggest simple changes for improvement in own and others' work • Has some awareness of artistic practice, performance styles and genre
Working Towards Expected Standard	• Takes part in a performance • Can use basic performance skills (e.g. vocal skill, physical skill, spatial awareness) • Can use basic techniques in a performance as directed (e.g. freeze frame) • Listens and/or takes directions from others • Able to participate in the creation of work with guidance • Shows some focus when working within a group • Recognizes some subject-specific knowledge in the rehearsal process • Can use some subject-specific vocabulary when prompted • Can give a basic opinion on their own and/or others' work • Can recognize differences in performance styles and genre

Drama Year 8

Grade	Students at this grade will typically show the following by the end of Year 8 in Drama
Showing Mastery	• Performs with confidence, control, and growing emotional range, using voice, movement, and physicality to create believable and engaging characters. • Works collaboratively and takes creative initiative, contributing original ideas and helping to shape group work with leadership, empathy, and a strong sense of ensemble. • Selects and applies a broad range of drama techniques and conventions with clear purpose to enhance storytelling and audience engagement. • Creates and structures work that is imaginative, coherent, and increasingly sophisticated, showing the ability to explore themes and issues with sensitivity and creativity. • Reflects critically on performance work, using appropriate drama terminology to analyse choices, evaluate effectiveness, and suggest meaningful improvements. • Demonstrates an emerging understanding of theatrical styles and genres and can begin to adapt performance work to reflect stylistic influences or cultural contexts. • Engages thoughtfully with scripts and stimuli, interpreting character motivation, subtext, and dramatic tension to inform performance choices.
Working at Greater Depth	• Stays in role throughout a performance with sustained focus • Shows some rapport with the audience and other performers (inc timing, delivery, interactions etc.) • Uses appropriate performance skills creatively and with success to communicate a role / character / meaning / intention etc.

	• Can use relevant techniques effectively in a performance (e.g. tableau, narration etc.) • Makes a meaningful/integral contribution to the performance • Contributes creative ideas relevant to the task • Listens, directs and leads others appropriately when collaborating • Able to create a developed performance (e.g. scene, motif, sequence etc.) • Demonstrates and encourages focus when working within a group • Uses a range of subject-specific knowledge and prior learning as part of the rehearsal process • Uses subject-specific vocabulary appropriately • Identifies strengths and weaknesses in their own and others' work, and explains why • Makes and suggests clear and appropriate changes for improvement in their own and others' work • Has knowledge of artistic practice, performance styles and genre • Brings their own interpretation to the work (e.g. scripts, stimulus, practitioners etc.)
Working at Expected Standard	• Stays in role throughout a performance • Shows awareness of an audience when performing (inc timing, delivery, interactions etc.) • Uses appropriate performance skills creatively and with some success to communicate a role / character / meaning / intention etc. • Can use relevant techniques clearly and appropriately in a performance (e.g. tableau, narration etc.) • Makes a meaningful contribution to the performance • Often contributes ideas relevant to the task • Listens, and is able to take direction and offer it to others • Able to create an appropriate performance (e.g. scene, motif, sequence etc.) • Maintains focus when working within a group • Uses subject-specific knowledge and prior learning as part of the rehearsal process • Able to use subject-specific vocabulary appropriately • Can identify strengths and weaknesses in own and others' work, and attempts to explain why • Can make and suggest appropriate changes for improvement in own and others' work • Has some knowledge of artistic practice, performance styles and genre • Able to bring their own interpretation to the work (e.g. scripts, stimulus, practitioners etc.)
Working Towards Expected Standard	• Stays in role for some of a performance • Able to be seen and/or heard in a performance • Can use some appropriate performance skills (e.g. vocal and physical skills, spatial awareness) to communicate a role / meaning / intention etc. • Can use given techniques appropriately in a performance (e.g. tableau, narration etc.) • Contribute some basic ideas relevant to the task

	• Able to develop a short piece of work (e.g. scene, motif, sequence etc.) • Listens and takes direction from others • Maintains some focus when working within a group • Makes some use of subject-specific knowledge in the rehearsal process • Able to use some subject-specific vocabulary • Can identify simple strengths and weaknesses in own and others' work • Can make and suggest simple changes for improvement in own and others' work • Has some awareness of artistic practice, performance styles and genre
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Drama Year 9

Grade	Students at this grade will typically show the following by the end of Year 9 in Drama
Showing Mastery	• Demonstrates all the criteria of GD showing independence, outstanding commitment with a high degree of originality and understanding • Performs with sophistication and emotional depth, demonstrating a refined ability to manipulate voice, movement, and physicality to portray complex characters and relationships with authenticity and impact. • Leads and inspires within group work, showing initiative in directing, devising, and problem-solving, while fostering a collaborative and inclusive rehearsal environment. • Applies a wide and nuanced range of drama techniques and conventions (e.g., proxemics, monologue, multi-role, stylised movement, with clear intention and creative flair. • Constructs and performs original work that is imaginative, thought-provoking, and well-structured, with maturity and sensitivity. • Evaluates and reflects on performance work with critical insight, effectively and accurately uses drama vocabulary to analyse artistic choices, audience impact, and the effectiveness of dramatic intentions. • Demonstrates a strong understanding of theatrical styles, genres, and historical/cultural contexts, and can adapt performance work to reflect these influences with accuracy and creativity. • Engages with scripts and stimuli analytically, interpreting subtext, symbolism, and character motivation to inform performance and directorial choices.
Working at Greater Depth	• Performs with sustained focus and commitment • Shows good rapport with the audience and other performers (inc timing, delivery, interactions etc.) • Uses a good range of performance skills creatively and with success to communicate a role / character / meaning / intention etc. • Can apply a range of relevant techniques effectively in a performance (e.g. tableau, narration etc.) • Makes an essential/impactful contribution to the performance

	• Explores a range of creative ideas within the development process • Leads with enthusiasm, and can direct and model effectively within rehearsals • Able to create a well-developed performance with meaning / intention • Ensures that others are involved with the collaborative process and encourages focus when working within a group • Uses a wide range of subject-specific knowledge and prior learning as part of the rehearsal process • Uses a range of subject-specific vocabulary appropriately • Identifies strengths and weaknesses in their own and others' work, and explains why with clear evidence and/or justification • Makes and suggests effective changes for improvement in their own and others' work • Demonstrates good knowledge of artistic practice, performance styles and genre • Brings their own creative interpretation to the work (e.g. scripts, stimulus, practitioners etc.)
Working at Expected Standard	• Stays in role throughout a performance with sustained focus • Shows some rapport with the audience and other performers (inc timing, delivery, interactions etc.) • Uses appropriate performance skills creatively and with success to communicate a role / character / meaning / intention etc. • Can use relevant techniques effectively in a performance (e.g. tableau, narration etc.) • Makes a meaningful/integral contribution to the performance • Contributes creative ideas relevant to the task • Listens, directs and leads others appropriately when collaborating • Able to create a developed performance (e.g. scene, motif, sequence etc.) • Demonstrates and encourages focus when working within a group • Uses a range of subject-specific knowledge and prior learning as part of the rehearsal process • Uses subject-specific vocabulary appropriately • Identifies strengths and weaknesses in their own and others' work, and explains why • Makes and suggests clear and appropriate changes for improvement in their own and others' work • Has knowledge of artistic practice, performance styles and genre • Brings their own interpretation to the work (e.g. scripts, stimulus, practitioners etc.)
Working Towards Expected Standard	• Stays in role for most of a performance • Able to be seen and/or heard in a performance with some awareness of an audience • Uses some appropriate performance skills creatively and with some success to communicate a role / character / meaning / intention etc. • Can use relevant techniques appropriately in a performance (e.g. tableau, narration etc.) • Able to contribute ideas relevant to the task • Able to take direction and offer it to others

- Able to create an appropriate performance (e.g. scene, motif, sequence etc.)
- Able to maintain focus when creating with a group
- Able to use subject-specific knowledge as part of the rehearsal process
- Able to use subject-specific vocabulary appropriately
- Able to identify strengths and weaknesses in own and others' work, and attempts to explain why
- Able to make and suggest appropriate changes for improvement in own and others' work
- Has some knowledge of artistic practice, performance styles and genre
- Able to bring their own interpretation to the work (e.g. scripts, stimulus, practitioners etc.)