

Drama Grade Descriptors

Topic and AO	1	2	3	4	4+
Narration and audio plays. AO: To collaborate and devise an audio play demonstrating knowledge of vocal skills and techniques.	<p>I can perform and define basic vocal skills accurately.</p> <p>I have given little contributions in the rehearsal process.</p>	<p>I perform several vocal skills and I can define them accurately.</p> <p>I have made some contributions in the rehearsal process.</p>	<p>I can accurately perform and define most vocal skills.</p> <p>I can give my own suggestions in the rehearsal process and am beginning to develop ideas.</p>	<p>All vocal skills are defined and performed accurately.</p> <p>Numerous contributions in the rehearsal process and shows a willingness to take on a director role within the group.</p>	<p>All vocal skills are defined and performed accurately with reference to the effect. Numerous contributions in the rehearsal process and takes on the role of director within the group.</p>
Mime AO: Storytelling demonstrated through physical skills only.	<p>I am beginning to show a narrative through my physicality. I performed with little focus and I define physical skills in simple terms.</p>	<p>I can perform a basic narrative using some physical skills and regularly keep my focus. I define some physical skills confidently.</p>	<p>I show an understanding of using physical skills to communicate a story. I perform with focus throughout and can define all physical skills confidently. I can briefly demonstrate knowledge on the historical context of mime.</p>	<p>I can convey a story to an audience accurately through using a range of physical skills. I can define such physical skills and evaluate my own performance, with some reference to the effect using correct spelling. I can demonstrate knowledge on the historical context of mime.</p>	<p>I define all physical skills correctly and can communicate a detailed story through all conventions of mime. I can analyse my own work with reference to the effect of each movement. I can confidently demonstrate my knowledge on the historical context of mime.</p>
The Island AO: Using characterisation to explore duologues and script writing.	<p>I collaborate with others and make little suggestions for the dialogue within my written work.</p> <p>I can recognise some elements of characterisation, I don't sustain my character throughout, and I perform with little focus and confidence.</p>	<p>I can offer suggestions for my written dialogue and perform with some focus.</p> <p>I can recognise elements of characterisation and perform using some vocal and physical skills.</p> <p>I make some suggestions for my written work and I am beginning to make links between my characterisation and my dialogue.</p>	<p>I demonstrate an understanding on the key elements of characterisation and some of my written dialogue makes links to the characterisation. I make suggestions for the written work and perform this with strong focus and confidence.</p> <p>I can confidently discuss my character and my performance showcases some physical and vocal skills.</p> <p>I can evaluate the success and improvements for both my written and practical work.</p>	<p>I make connections between my characterisation and my written dialogue.</p> <p>I frequently contribute to the written tasks. I perform with control of my vocal and physical skills and I remain focused throughout the performance. I demonstrate an understanding on the key elements of characterisation.</p> <p>I can evaluate my own success and weakness with my written and practical work. I make little links to the effect of my work on the audience.</p>	<p>My writing clearly matches my characterisation, I consistently offer suggestions for the writing task and I support others with this.</p> <p>I perform my role with complete focus and control of physical and vocal skills. My writing demonstrates accurate spelling and punctuation.</p> <p>and demonstrate a clear understanding on the elements of characterisation.</p> <p>I can evaluate the success of my own written and practical work and the effect it had on the audience.</p>
Charlotte Dymond AO:	<p>I can demonstrate my understanding on the narrative with little reference to the mood</p>	<p>I demonstrate my knowledge on the narrative, and I can</p>	<p>I have an understanding on the narrative of the stimulus and I'm beginning to communicate mood and</p>	<p>I make considered use of drama techniques and skills to explore a narrative and I confidently convey the mood and atmosphere of the</p>	<p>I can communicate mood, atmosphere, and the historical context in a performance to support the narrative. I perform and sustain</p>

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<p>Using a stimulus to explore a nonfictional tragedy.</p>	<p>and I'm able to define some of the key techniques explored. I prepare and learn a few lines during collaborative work, my performance will not be sustained.</p>	<p>communicate a mood to fit the stimulus. I can define most of the techniques and skills explored in the topic. I take on a small role in the group and sometimes contribute to the rehearsal process. I perform with some confidents and focus. I am beginning to make links to the historical context within my work.</p>	<p>atmosphere into my performance. I am clear about the historical context of the stimulus and I make some contributions in the rehearsal process. I can define and perform drama skills and techniques, I perform with Confidence and complete focus most of the time.</p>	<p>stimulus when performing. I am beginning to consider the historical context when performing. I perform a sustained character and successfully demonstrate performance skills and techniques. I contribute to the rehearsal process and I show strong focus, concentration, and confidence.</p>	<p>a character accurately with use of performance skills. I frequently contribute to the devising process suggesting the inclusion of explorative strategies. I show high levels of focus, confidence and concentration.</p>
<p style="text-align: center;">War Horse AO: Exploring a non-fictional script for a popular production set in WW1.</p>	<p>I have an understanding on the narrative and characters involved in the stimulus. I have some understanding on the historical and political aspect of the play which I am beginning to consider when performing. I can take on a character and act out a short script with little dialogue. I am beginning to consider vocal and physical skills when performing.</p>	<p>I can demonstrate an understanding on the narrative and historical, social and political context of the stimulus. I take on a role with adequate dialogue and present this using some vocal skills and I use some physical skills to highlight my characters current emotion. When performing the script there may be lapses in my performance.</p>	<p>I have a clear understanding on the narrative of the stimulus, and I show some understanding on the historical, political and social context which I am beginning to incorporate into my acting. I perform with confidence and focus most of the time and I sustain my character. I take on a bigger role and use effective vocal and physical skills to accurately present this character.</p>	<p>I am beginning to demonstrate knowledge on the cultural, historical, political, and social context of the stimulus. When performing the script, I can confidently take on a non-fictional character and have a clear understanding on how to play this role. I can highlight accurate relationships and I am beginning to communicate empathy to the audience. I have control over my physical and vocal skills to communicate meaning.</p>	<p>I can demonstrate my knowledge on the narrative, cultural, historical, political, and social context of the stimulus. I perform and sustain a character and have complete control of physical and vocal skills. I am extremely confident and focused when performing the script and I can show empathy in my performance relating to the relationships. I can evaluate my own work with reference to the effect relating to the stimulus and highlighting an accurate representation.</p>
<p style="text-align: center;">Musical theatre dilemmas AO:</p>	<p>I can highlight some of the key elements of musical theatre and</p>	<p>I can recognise different genres of theatre and can define</p>	<p>I can define and demonstrate my knowledge on elements of a MT production.</p>	<p>I have a clear understanding on the key elements of MT. I can identify the political and social dilemmas</p>	<p>I have a strong understanding on the key elements of musical theatre, I can confidently identify the</p>

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<p>Demonstrate knowledge on the dilemmas portrayed within this genre of theatre and exploring the wider industry.</p>	<p>refer to the narrative of some productions. I understand some of the dilemmas portrayed in several musicals and I am beginning to show some knowledge on the different roles in the industry.</p>	<p>the key elements of musical theatre. I can define some roles in the industry and explain how they would operate in a MT production. I can take on a character from a musical with some relevant characterisation and confidents, my focus is not maintained.</p>	<p>I am beginning to consider the political and social dilemmas explored when performing a character. I can take on a character from a show with confidents, focus and I can show elements of accurate characterisation. I am beginning to consider the wider dilemma in my performance.</p>	<p>explored and replicate this through my accurate characterisation performed with complete focus and awareness. I can demonstrate my knowledge on the narrative of several musicals and make some reference to the audience intent. I can identify roles in the industry.</p>	<p>political and social dilemmas explored within selected musicals with reference to the audience intent. When performing I consider the dilemma and successfully show this through my characterisation. I perform with complete focus and awareness. I can clearly identify roles within the industry, and I am beginning to understand how interrelationships work.</p>
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