

Year 9 THRESHOLD CRITERIA

DRAMA

	AO1: CREATING	AO2: PERFORMING	AO3: RESPONDING
	Recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas.	Apply practical skills to communicate in performance.	Analyse and evaluate their own work and that of others using appropriate terminology.
EXCELLENT	Ability to draw upon skills and strategies effectively making appropriate decisions for creating drama often developing these without guidance Open to ideas from others and will often respond by evolving the work being explored Experimental in their approach to work, continues to improve the drama through constant reflection and pushes their peers for excellence	Confidence is paramount and conveyed through their skills and creative performance work Thoughtful roles are played encompassing all of their performance skills, their character to appear natural to them They can adapt during performance work with ease if needed showing confidence, commitment and focus.	Takes part in active discussions and can express their point/ideas/understanding with validation Sensitivity of others is shown and communicated maturely Can contribute fluently using technical terms correctly
PROFICIENT	The ideas they generate are often those used in the performance work. They know what they want to achieve and can use their skills to produce these with little guidance Dramatic techniques are often considered and incorporated in their work effectively without prompting In groups they respond with strong negotiation and co-operation skills, making productive contributions that move the drama forward and helps to structure the work	Performance work is effective with a high degree of focus and control using a range of drama skills Roles are well established and have credible elements with voice and movement being used and adapted to suit the situation Varied expression is displayed throughout and characters are believable	In discussions, students pay close attention to what others say, they ask questions to develop ideas and make contributions that take account of others' views Technical terms are used when discussing the drama Strong reflection is evident and reference to the impact/effect on the audience is expressed
DEVELOPING	Can contribute and develop ideas of their own and others when planning/structuring the work with some independence Resilient communication skills showing leadership qualities throughout the preparation process Mature in their approach demonstrating a strong understanding of the work	Control with a range drama techniques is shown with the ability to adapt effectively A variety of different roles can be played, spoken language is adapted for particular character/effect which is convincing Strong use of vocal and physicalistion skills, applied with confidence	Contributions are made to discussions confidently that are often responsive to others Appreciation is shared regarding the drama purpose with awareness of the effects created Sophisticated language is used when responding to the work
ACQUIRING	Demonstrates a good grasp of the information given in order to generate ideas	The required use of drama techniques is evident with some ability to adapt	Discussion of work shows understanding of the main intentions of the drama

	Ability to organise most elements within the work with little support Students can co-operate and negotiate with others without staff intervention	Commitment to role which is sustained through performance Voice and movement skills are experimented with and varied in performance	Correct drama language is used when evaluating the work of their own and others' Suggestions can be made on how to improve the work
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