

Year 8 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	<p>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</p> <p>Dramatic techniques are often considered and incorporated in their work effectively without prompting</p> <p>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</p>	<p>Performance work is effective with a high degree of focus and control using a range of drama skills</p> <p>Roles are well established and have credible elements with voice and movement being used and adapted to suit the situation</p> <p>Varied expression is displayed throughout and characters are believable</p>	<p>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</p> <p>Technical terms are used when discussing the drama</p> <p>Strong reflection is evident and reference to the impact/effect on the audience is expressed</p>
PROFICIENT	<p>Can contribute and develop ideas of their own and others when planning/structuring the work with some independence</p> <p>Resilient communication skills showing leadership qualities throughout the preparation process</p> <p>Mature in their approach demonstrating a strong understanding of the work</p>	<p>Control with a range drama techniques is shown with the ability to adapt effectively</p> <p>A variety of different roles can be played, spoken language is adapted for particular character/effect which is convincing</p> <p>Strong use of vocal and physicalisation skills, applied with confidence</p>	<p>Contributions are made to discussions confidently that are often responsive to others</p> <p>Appreciation is shared regarding the drama purpose with awareness of the effects created</p> <p>Sophisticated language is used when responding to the work</p>
DEVELOPING	<p>Demonstrates a good grasp of the information given in order to generate ideas</p> <p>Ability to organise most elements within the work with little support</p> <p>Students can co-operate and negotiate with others without staff intervention</p>	<p>The required use of drama techniques is evident with some ability to adapt</p> <p>Commitment to role which is sustained through performance</p> <p>Voice and movement skills are experimented with and varied in performance</p>	<p>Discussion of work shows understanding of the main intentions of the drama</p> <p>Correct drama language is used when evaluating the work of their own and others'</p> <p>Suggestions can be made on how to improve the work</p>
ACQUIRING	<p>Ability to share some ideas of their own with their group</p> <p>Can organise elements of their own work but mostly organised/directed by others</p> <p>Some co-operation and negotiation skills evident</p>	<p>Appropriate control over some drama techniques is apparent</p> <p>An attempt to stay in role</p> <p>Vocal and movement skills are used and occasionally adapted in a simplified way</p>	<p>They can listen to discussions and offer simple comments when reflecting on the drama</p> <p>Use of some drama vocabulary when responding to drama</p>