

**KS3 DRAMA  
THRESHOLD CRITERIA  
2023-2024**

	<b>APPLICATION OF SKILLS</b>	<b>CO-OPERATION &amp; COMMUNICATION</b>
<b>EXCELLENT</b>	<p>His/her artistic intentions are clear and insightful as s/he can select and apply a range of creative skills required to convey meaning to an audience effectively.</p> <p>S/he can successfully develop mine and others' ideas when thinking about performance. S/he demonstrates a strong knowledge/ understanding.</p> <p>S/he can effectively create/ portray characters that are convincing, believable and engaging.</p> <p>S/he is able to reflect upon and discuss the drama work using accurate terminology with fluency.</p>	<p>S/he always demonstrate excellent leadership skills when working with others. S/he can do this maturely showing support and sensitivity towards his/her peers enabling group cohesion.</p> <p>S/he always demonstrates excellent communication skills through actively listening and sharing his/her thoughts/ opinions/ ideas effectively and positively.</p> <p>S/he is a confident communicator that is able to work collaboratively with independence from the teacher.</p>
<b>PROFICIENT</b>	<p>His/her artistic intentions show good knowledge and understanding of the subject as I can select and apply appropriate creative skills to convey meaning to an audience.</p> <p>S/he can develop his/her ideas and those of others intended for performance with little support.</p> <p>S/he can successfully create/ portray characters suitable for performance with little support or guidance.</p> <p>S/he is able to discuss the drama work effectively displaying thoughtful reflection.</p>	<p>S/he demonstrates some leadership skills when working with others and can take on some of the responsibility for the cohesion of the group.</p> <p>S/he can communicate effectively with others the majority of the time. His/her my ideas are always appropriate for the work and s/he is a good listener.</p> <p>S/he is a strong communicator who can speak with some confidence and clarity.</p>
<b>DEVELOPING</b>	<p>His/her artistic intentions need some clarity/ development, s/he needs some support when selecting and applying the appropriate creative skills to be able to convey meaning to an audience.</p> <p>S/he can attempt to develop his/her own ideas and those of others for performance but may need some support to ensure success.</p> <p>S/he can attempt to create/ portray simple characters for performance, but will need some guidance.</p>	<p>S/he tends to take direction from his/her peers/ staff and can co-operate well when doing so.</p> <p>S/he is able to share some thoughts/ opinions/ ideas within a small group setting but S/he is still developing the confidence needed to share these to the whole class.</p> <p>S/he can listen to others respectfully when focused.</p>

	S/he can briefly discuss and reflect on the drama work. S/he needs prompting by peers/ staff to be able to develop the discussion in greater depth.	
<b>ACQUIRING</b>	<p>More focus is needed on his/her artistic intentions, clarity/ development is often obtained with help from peers/ staff.</p> <p>S/he usually requires support when selecting and applying any creative skills to be able to convey meaning to an audience.</p> <p>S/he often needs support when creating/ developing ideas for performance.</p> <p>S/he can attempt to create/ portray a basic character but these are not always suitable/ appropriate for the performance.</p> <p>S/he can talk about the drama work but his/her responses are brief and lack reflection.</p>	<p>S/he is always led by his/her peers/ staff when working in a group and struggles to co-operate at times making group work difficult.</p> <p>S/he can listen to the ideas of others when focused, but this is not consistent and can impact upon group cohesion.</p> <p>S/he rarely engages with his/her peers, this can then impact the quality of lessons/ work completed.</p>

<b>ATTITUDE TO LEARNING</b>	
1	S/he is always interested and engaged in the lesson taking an active role in developing his/her own learning. Effort and motivation is outstanding and includes evidence of initiative, diligence and resilience, thus resulting in work that consistently shows his/her best ability.
2	Usually, s/he displays a positive and engaged attitude to learning. Effort and motivation is consistent and shows time and care has been spent on the task requiring completion. Work completed is usually reflective of his/her best ability.
3	Effort, motivation and engagement in learning is inconsistent, resulting in the work produced being variable in standard. Sometimes, s/he is not always focused in lesson and can disengage or become distracted. S/he should look to make improvements in his/her learning habits because it is hindering his/her progress.
4	Effort, motivation and/or engagement is minimal and, therefore, work is rarely completed to a standard s/he is capable of. S/he is rarely interested or engaged in his/her learning. His/her progress is hindered because of a poor attitude to learning, and it needs to improve significantly.