

KS3 Specification

2018



DRAMA

Stage Descriptors

RLT Stage Criteria

Stage II

1. They show a highly competent use of theatrical skill deployed in an exceptionally effective way;
2. They demonstrate an extensive range of theatrical skills;
3. They make a significant contribution to the effectiveness of the piece;
4. They create highly inventive work;
5. Their artistic intentions are fully realised;
6. Their interpretation of characters are wholly appropriate to the performance;
7. Their personal interpretation is entirely sensitive to context;
8. They can discuss influences and the context on their work in both written and verbal form to an exceptional level;
9. They can write an exceptional account of how ideas were developed and refined and how they collaborated with others;
10. They can analyse their performances in great detail and can appraise those areas for future development;
11. They use drama vocabulary fluently and can write with eloquence and precision;
12. They can evaluate technical aspects of theatre to an exceptionally high level;
13. Their theatrical knowledge is outstanding in reference to style, genre, practitioners and terminology.

Stage IO

1. They show a competent use of theatrical skill deployed in an effective way;
2. They demonstrate a sound range of theatrical skills;
3. They make a contribution to the effectiveness of the piece;
4. They create inventive work;
5. Their artistic intentions are realised;
6. Their interpretation of characters are appropriate to the performance;
7. Their personal interpretation is sensitive to context;
8. They can discuss influences and the context on their work in both written and verbal form to a sound level;
9. They can write a sound account of how ideas were developed and refined and how they collaborated with others;
10. They can analyse their performances in good detail and can appraise those areas for future development;
11. They use drama vocabulary well and can write with some eloquence and precision;
12. They can evaluate technical aspects of theatre to a high level;
13. Their theatrical knowledge is excellent in reference to style, genre, practitioners and terminology.

Stage 9

1. Plan and structure a piece of drama giving creative/inventive ideas to the group
2. They are creative/inventive when using drama techniques.
3. They are creative/inventive when staging a script.
4. Use a range of vocal skills to create a character.
5. Use a range of movement skills to create a character.
6. They are consistently focused and committed to the role.
7. They can analyse drama using technical language and well-constructed sentences;
8. Begin to analyse drama in writing.
9. They demonstrate an excellent understanding of a range of theatre roles and terminology.

<p>Stage 8</p>	<ol style="list-style-type: none"> 1. Plan and structure a piece of drama giving excellent ideas to the group; 2. They experiment creatively with drama techniques. 3. Block a script using acting skills to realise the writer's intentions. 4. Use vocal skills to be a character different from themselves; 5. Use movement skills to be a character different from themselves. 6. They are staying in role the majority of the time. 7. They describe drama using technical language and give constructive feedback to enhance the work of others; 8. They evaluate work in writing with some justification. 9. They demonstrate a secure understanding of a range of theatre roles and terminology.
<p>Stage 7</p>	<ol style="list-style-type: none"> 1. Plan and structure a piece of drama giving good ideas to the group; 2. They show a good knowledge of drama techniques and how they are staged effectively; 3. Block scripts with an awareness of the performance space. 4. Experiment with vocal skills to be a character different from themselves; 5. Experiment with movement skills to be a character different from themselves. 6. They are working towards staying in role most of the time. 7. They can discuss performances using a range of drama vocabulary; 8. They describe in writing their work and the work of others. 9. They demonstrate good understanding of some theatre roles and terminology.
<p>Stage 6</p>	<ol style="list-style-type: none"> 1. Help to plan and structure a piece of drama giving a couple of ideas to the group; 2. Show some knowledge of simple drama techniques; 3. Explore scripts showing some understanding of stage directions; 4. Begin to use vocal skills to be a character different from themselves; 5. Begin to use movement skills to be a character different from themselves. 6. They are attempting to stay in role. 7. They can discuss students work using some drama vocabulary to support ideas; 8. They can write about their own work. 9. They demonstrate basic understanding of some theatre roles and terminology.
<p>Stage 5</p>	<ol style="list-style-type: none"> 1. Work positively in a group. 2. They can use a drama technique as instructed. 3. Can explore scripts. 4. They demonstrate basic vocal skills. 5. They demonstrate basic movement skills. 6. They make some attempt to stay in role 7. They offer some feedback on group work when promoted. 8. There is some attempt to write about their own work. 9. They are starting to explore theatre roles and terminology.

Stage Descriptors

Stage 4	<ol style="list-style-type: none">1. They take part in drama activities;2. They can discuss a story or character in basic detail;3. They can stand up and perform in front of others;4. They can say what they like or dislike about a piece of work.
Stage 3	<ol style="list-style-type: none">1. They understand the layout of scripts;2. They can follow simple direction;3. They can read aloud to others.
Stage 2	<ol style="list-style-type: none">1. They listen to discussions and can answer questions when asked;2. They can explore simple characters;3. They can use simple words and attempt full sentences.
Stage 1	<ol style="list-style-type: none">1. They can follow instructions;2. They can listen to discussions;3. They attempt to use words in work.

