



# KS4 ASSESSMENT

DRAMA

BRAMHALL HIGH SCHOOL

Score		Knowledge and Understanding
<p><b>7/8/9</b></p> <p><b>Well above expected level for a Year 10 student</b></p> <p>(8 and 9 will only be awarded for exceptional performance)</p>	<p><b>A/A*</b></p>	<ul style="list-style-type: none"> <li>• I can demonstrate an accomplished technical control in my use of vocal techniques (clarity, pace, inflection, pitch, projection). My vocal performance shows comprehensive variation and range.</li> <li>• I can create performances that demonstrate assured and sustained control and understanding in relation to style, genre and theatrical conventions.</li> <li>• I can create an assured individual performance, demonstrating accomplished ability to apply physical skills. My delivery is engaging, dynamic, and skilful throughout.</li> <li>• I can show assured and considered analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.</li> </ul>
<p><b>6</b></p> <p><b>Above expected level for a Year 10 student</b></p>	<p><b>B</b></p>	<ul style="list-style-type: none"> <li>• I can demonstrate a secure engagement with the process of collaboration, rehearsal and refinement.</li> <li>• I can demonstrate an effective and sustained ability to analyse and evaluate the realisation of creative intentions within the performance, with a balance between analysis and evaluation.</li> <li>• I can create a secure individual performance, demonstrating convincing ability to combine and apply vocal and physical skills. My delivery is engaging and effective throughout.</li> <li>• I can demonstrate an accomplished interpretation of the text and the characters in performance.</li> </ul>
<p><b>5</b></p> <p><b>Expected level for a Year 10 student</b></p>	<p><b>C</b></p>	<ul style="list-style-type: none"> <li>• I can make a contribution to the realisation of the artistic intention in performance.</li> <li>• I can show characterisation skills that demonstrate a comprehensive understanding of the role and its context within the performance.</li> </ul>

		<ul style="list-style-type: none"> <li>• I can create an individual performance that demonstrates a secure understanding of style, genre, and theatrical conventions</li> <li>• I can demonstrate a balanced analysis and evaluation of personal contribution to the creation, development and refinement process.</li> </ul>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;">Approaching the expected level for a Year 10 student</p>	<b>D</b>	<ul style="list-style-type: none"> <li>• I can complete a competent and generally balanced analysis and evaluation of individual performance skills demonstrated in the performance.</li> <li>• I can demonstrate clear engagement throughout the process of collaboration, rehearsal and refinement.</li> <li>• I can show a secure technical control in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships). My physical performance shows competent variation and range.</li> <li>• I can create effective rapport and communication with audience/other performers.</li> </ul>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;">Working towards the expected level for a Year 10 student</p>	<b>E</b>	<ul style="list-style-type: none"> <li>• I can demonstrate sound technical control in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships). My physical performance shows general variation and range.</li> <li>• I can show I have a sound ability to create role(s) that support the communication of creative intent to the audience, with adequate focus, energy and confidence that generally contributes to the overall performance. My characterisation is partially developed and shows an emerging range of mood and emotions.</li> <li>• I can write an adequate analysis with basic evaluation of personal contribution to the creation, development and refinement process.</li> <li>• I can offer adequate explanations of the creative intentions for the performance</li> </ul>

<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;">Working towards the expected level for a Year 10 student</p>	<p style="text-align: center;"><b>F</b></p>	<ul style="list-style-type: none"> <li>• I can demonstrate some sound practical creation, development and refinement of ideas from the stimuli to communicate meaning.</li> <li>• I can write a basic evaluation of individual performance skills demonstrated in the performance.</li> <li>• I can create an individual performance that demonstrates generally sound understanding of style, genre, and theatrical conventions.</li> <li>• I can use physical skills that are sound, demonstrating an adequate understanding of how creative choices communicate meaning to the audience. My physical delivery is generally appropriate and consistent.</li> </ul>
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;">Working towards the expected level for a Year 10 student</p>	<p style="text-align: center;"><b>G</b></p>	<ul style="list-style-type: none"> <li>• I can show that I have basic technical control in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships).</li> <li>• I can demonstrate a basic ability to analyse and evaluate personal contribution and realisation of creative intentions within the performance.</li> <li>• I can demonstrate a tentative engagement with the process of collaboration, rehearsal and refinement.</li> <li>• I can create performances that demonstrate limited understanding of style, genre, and theatrical conventions.</li> </ul>

Score		Knowledge and Understanding
<p data-bbox="140 338 405 434"><b>7/8/9</b></p> <p data-bbox="108 488 437 584">Well above expected level for a Year 11 student</p> <p data-bbox="118 629 427 712">(8 and 9 will only be awarded for exceptional performance)</p>	<p data-bbox="464 338 647 412"><b>A/A*</b></p>	<ul data-bbox="719 338 1481 1308" style="list-style-type: none"> <li>• I can demonstrate fully assured and realised practical creation, development and refinement of ideas from the stimuli to communicate meaning.</li> <li>• I can regularly demonstrate an accomplished and fully comprehensive ability to analyse and evaluate the realisation of creative intentions within the performance, with fully-balanced analysis and evaluation.</li> <li>• I can show an accomplished ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with comprehensive focus, energy, confidence and commitment that are integral to the overall performance. My characterisation shows an accomplished level of refinement and range of moods and emotions.</li> <li>• I can use physical skills that are outstanding, demonstrating a fully comprehensive understanding of how creative choices communicate meaning to the audience. My physical delivery is engaging and dynamic throughout.</li> </ul>
<p data-bbox="245 1361 304 1442"><b>6</b></p> <p data-bbox="145 1503 405 1599">Above expected level for a Year 11 student</p>	<p data-bbox="469 1361 523 1420"><b>B</b></p>	<ul data-bbox="719 1352 1481 1962" style="list-style-type: none"> <li>• I can demonstrate a secure engagement with the process of collaboration, rehearsal and refinement.</li> <li>• I can demonstrate an effective and sustained ability to analyse and evaluate the realisation of creative intentions within the performance, with a balance between analysis and evaluation.</li> <li>• I can create a secure individual performance, demonstrating convincing ability to combine and apply vocal and physical skills. My delivery is engaging and effective throughout.</li> <li>• I can demonstrate an accomplished interpretation of the text and the characters in performance.</li> </ul>

<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>Expected level for a Year 11 student</b></p>	<p style="text-align: center;"><b>C</b></p>	<ul style="list-style-type: none"> <li>• I can demonstrate a secure engagement with the process of collaboration, rehearsal and refinement.</li> <li>• I can demonstrate an effective and sustained ability to analyse and evaluate the realisation of creative intentions within the performance, with a balance between analysis and evaluation.</li> <li>• I can create a secure individual performance, demonstrating convincing ability to combine and apply vocal and physical skills. My delivery is engaging and effective throughout.</li> <li>• I can demonstrate an accomplished interpretation of the text and the characters in performance.</li> </ul>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Approaching the expected level for a Year 11 student</b></p>	<p style="text-align: center;"><b>D</b></p>	<ul style="list-style-type: none"> <li>• I can make a contribution to the realisation of the artistic intention in performance.</li> <li>• I can show characterisation skills that demonstrate a comprehensive understanding of the role and its context within the performance.</li> <li>• I can create an individual performance that demonstrates a secure understanding of style, genre, and theatrical conventions</li> <li>• I can demonstrate a balanced analysis and evaluation of personal contribution to the creation, development and refinement process.</li> </ul>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Working towards the expected level for a Year 11 student</b></p>	<p style="text-align: center;"><b>E</b></p>	<ul style="list-style-type: none"> <li>• I can demonstrate sound technical control in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships). My physical performance shows general variation and range.</li> <li>• I can show I have a sound ability to create role(s) that support the communication of creative intent to the audience, with adequate focus, energy and confidence that generally contributes to the overall performance. My characterisation is partially developed and shows an emerging range of mood and emotions.</li> </ul>

		<ul style="list-style-type: none"> <li>• I can write an adequate analysis with basic evaluation of personal contribution to the creation, development and refinement process.</li> <li>• I can offer adequate explanations of the creative intentions for the performance.</li> </ul>
<p style="text-align: center;"><b>2</b></p> <p>Working towards the expected level for a Year 11 student</p>	<b>F</b>	<ul style="list-style-type: none"> <li>• I can demonstrate sound technical control in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships). My physical performance shows general variation and range.</li> <li>• I can show I have a sound ability to create role(s) that support the communication of creative intent to the audience, with adequate focus, energy and confidence that generally contributes to the overall performance. My characterisation is partially developed and shows an emerging range of mood and emotions.</li> <li>• I can write an adequate analysis with basic evaluation of personal contribution to the creation, development and refinement process.</li> <li>• I can offer adequate explanations of the creative intentions for the performance.</li> </ul>
<p style="text-align: center;"><b>1</b></p> <p>Working towards the expected level for a Year 11 student</p>	<b>G</b>	<ul style="list-style-type: none"> <li>• I can demonstrate some sound practical creation, development and refinement of ideas from the stimuli to communicate meaning.</li> <li>• I can write a basic evaluation of individual performance skills demonstrated in the performance.</li> <li>• I can create an individual performance that demonstrates generally sound understanding of style, genre, and theatrical conventions.</li> <li>• I can use physical skills that are sound, demonstrating an adequate understanding of how creative choices communicate meaning to the audience. My physical delivery is generally appropriate and consistent.</li> </ul>