



QUEEN'S PARK HIGH SCHOOL

Age Related Milestones: Drama

YEAR 8		Meeting (You can demonstrate these skills most of the time)	Exceeding (You can demonstrate these skills most of the time)
AO1	Form and Structure	There is a good level of reflection in terms of the dramatic structure and its impact on the audience	There is an emerging oral clarity around the impact of the chosen form and structure and its impact on the audience
	Contribution of Ideas	Students can listen to, critique the ideas of, and collaborate with their peers	Students occasionally share the role of director and can negotiate decisions made
	Explanations of Intention	Offers adequate explanations of the creative intentions for the performance and their impact on an audience.	Offers explanations of the creative intentions for the performance.
	Refinement of Ideas	Some sound practical creation, development and refinement of ideas from the stimuli to communicate meaning.	A good level of practical creation, development and refinement of ideas from the stimuli to communicate meaning.
	Working with others	Demonstrates a good level of engagement with the process of collaboration, rehearsal and refinement.	Demonstrates engagement for the majority of the process of collaboration, rehearsal and refinement.
	Use of Drama Terminology	Generally adequate use of drama terminology which is sometimes appropriate.	Regularly uses drama terminology, which is mostly appropriate.
AO2	Vocal and Physical Skills	A good level of vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection. A good physical control when applying use of space, gesture, stillness and stance.	Competent vocal control demonstrated when applying use of clarity, pace, inflection, pitch and projection. Competent physical control demonstrated when applying use of space, gesture, stillness and stance.
	Characterisation	Sound ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with adequate focus, energy and confidence that generally contributes to the overall performance. Characterisation is partially developed and shows an emerging range of emotions.	Clear ability to create character(s)/role(s) that supports the communication of creative intent to the audience, with coherent focus, energy and confidence that contributes to the overall performance. Characterisation is developed and shows a range of emotions.
	Use of Style and Genre	Individual performance demonstrates generally sound understanding of style, genre, and theatrical conventions.	Individual performance demonstrates sound understanding of style, genre, and theatrical conventions.
AO3	Explanation of Performance Choices	Shows a good knowledge with a good level of understanding of how named elements are used in performance to communicate with the audience.	Shows a secure knowledge and understanding of how named elements are used in performance to communicate with the audience
	Awareness of Audience	Students can link drama skills to the delivery of a message to/impact on their audience	Students can clearly articulate, with some consistency, the intended impact/message they want to deliver to their audience.
	Level of Discussion	Response shows emerging clarity with some detail and focus. Examples used partially support the response. Basic use of technical and subject-specific language.	Response shows a degree of clarity with detail and focus. Examples used support, for the most part, the response. Use of technical and subject-specific language is good.
	Supporting Examples	Examples used are sound and relate in the most part to the extract or the chosen section of the performance	Examples are used are appropriate and relate to the extract or the chosen section of the performance
	Awareness of Text	Reference to context is good and is appropriate, demonstrating a good level of knowledge and understanding.	Reference to context is clear, demonstrating a sound level of knowledge and understanding.
AO4	Evaluation of Individual Contribution	Demonstrates adequate ability to analyse and evaluate the realisation of creative intentions within the performance, however analysis does not always link to the intended impact on the audience.	Demonstrates the ability to analyse and evaluate the realisation of creative intentions within the performance, with a general balance between analysis and evaluation.
	Evaluation of Performance Elements	Generally adequate analysis with basic evaluation of decisions made regarding content, genre, structure, character, form, style, and language.	Generally balanced analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.
	Realisation of Creative Choices	A good level of analysis with basic evaluation of individual performance/design skills demonstrated in the performance.	Competent and generally balanced analysis and evaluation of individual performance/design skills demonstrated in the performance.