



Year 7 Assessment Without Levels Learning Ladder DRAMA



	Making	Performing	Responding
Advancing +	<p>When guided, pupils can independently produce work that demonstrates creativity.</p> <p>Pupils demonstrate a good understanding of drama skills and techniques and they can apply these to a performance (both scripted and devised).</p> <p>Pupils work with focus and commitment throughout most of the rehearsal process but on rare occasions may need prompting to remain on task.</p> <p>Pupils provide a reasonable amount of creative contribution to the creation and effectiveness of the final performance.</p>	<p>Pupils can perform a role/character that is different from themselves throughout most of the performance.</p> <p>Pupils use body language, gesture and facial expression with some confidence in performance to communicate their character's emotions.</p> <p>Pupils use vocal skills (tone, pace, volume, pitch, pause and intonation) with some confidence in performance to communicate their character's emotions.</p> <p>Pupils demonstrate some awareness of the audience.</p>	<p>Pupils evaluate performances in detail using drama vocabulary.</p> <p>They provide feedback to others, suggesting both positive aspects and targets for improvement.</p> <p>When prompted, pupils can recognise the effectiveness of the performance on an audience.</p>
Advancing	<p>When guided, pupils can produce work that demonstrates some creativity.</p> <p>Pupils demonstrate a fair understanding of drama skills and techniques and they can apply these to a performance (both scripted and devised).</p> <p>Pupils work with focus and commitment throughout most of the rehearsal process but may need prompting to remain on task.</p> <p>Pupils provide some meaningful contribution to the creation and effectiveness of the final performance by suggesting ideas.</p>	<p>Pupils attempt at performing a role/character that is different from themselves throughout most of the performance.</p> <p>Pupils use body language, gesture and facial expression with some confidence throughout most of the performance.</p> <p>Pupils use vocal skills (tone, pace, volume, pitch, pause and intonation) with some confidence throughout most of the performance.</p> <p>Pupils demonstrate some awareness of the audience.</p>	<p>Pupils evaluate performances in some detail using drama vocabulary.</p> <p>They provide feedback to others when prompted, suggesting both positive aspects and targets for improvement.</p> <p>When prompted, pupils can recognise the effectiveness of the performance on an audience.</p>
Secure +	<p>When guided, pupils can produce work that demonstrates some creative ideas but these may not be fully realised in performance.</p> <p>Pupils demonstrate some understanding of drama skills and techniques and they can apply these to a performance (both scripted and devised).</p> <p>Pupils work with focus throughout most of the rehearsal process but may need prompting to remain on task.</p> <p>Pupils provide some contribution to the creation of the final performance by suggesting ideas.</p>	<p>Pupils attempt at performing a simple role/character throughout most of the performance.</p> <p>Pupils attempt to use body language, gesture and facial expression throughout most of the performance.</p> <p>Pupils attempt to use vocal skills (tone, volume, pace pitch and pause) throughout most of the performance.</p> <p>Pupils demonstrate some awareness of the audience.</p>	<p>Pupils evaluate performances using some drama vocabulary.</p> <p>When prompted, they provide feedback to others by suggesting both positive aspects and targets for improvement. Their answers will lack some detail and will be mainly descriptive.</p>
Secure	<p>When guided, pupils can produce work that demonstrates some creative ideas but these may not be fully realised in performance.</p> <p>Pupils demonstrate a limited understanding of drama skills and techniques and when guided they can apply these to a simple performance.</p> <p>Pupils work with some focus throughout most of the rehearsal process but will need prompting to remain on task.</p> <p>Pupils provide little contribution to the creation of the final performance. They may suggest some basic ideas when prompted and supported by others.</p>	<p>Pupils attempt at performing a simple role/character throughout most of the performance.</p> <p>Pupils attempt to use body language, gesture and facial expression at some points throughout the performance.</p> <p>Pupils attempt to use vocal skills (tone, volume and pace) throughout most of the performance.</p> <p>Pupils demonstrate some awareness of the audience but may need reminding to check their positioning on stage.</p>	<p>Pupils evaluate performances using a limited range of drama vocabulary when prompted.</p> <p>When prompted, they provide feedback to others by suggesting positive aspects but may need guidance and support when providing targets for improvement.</p>
Developing +	<p>When guided, pupils can produce a simple drama performance that demonstrates limited creativity and they will often copy examples given.</p> <p>Pupils demonstrate a basic understanding of simple drama skills and techniques and when guided they may be able to apply some of these to a simple performance.</p> <p>Pupils work with some focus throughout most of the rehearsal process but will need prompting to remain on task.</p> <p>Pupils provide little contribution to the creation of the final performance.</p>	<p>Pupils attempt at performing a simple role/character throughout most of the performance but they will need some direction during rehearsals to be able to achieve this.</p> <p>Pupils attempt to use body language and gesture at some points throughout the performance.</p> <p>Pupils attempt to use vocal skills (tone and volume) at some points throughout the performance.</p> <p>Pupils demonstrate little awareness of the audience and will need reminding to check their positioning on stage.</p>	<p>Pupils evaluate performances using a basic range of drama vocabulary when prompted.</p> <p>When prompted, they provide basic feedback to others by suggesting positive aspects but will need guidance and support when providing targets for improvement.</p>
Developing	<p>Pupils are unable to create a simple drama performance without constant supervision, guidance and support from others.</p> <p>Pupils demonstrate no understanding of simple drama skills and techniques.</p> <p>Pupils are unfocussed throughout the rehearsal process and are not committed to the task in hand.</p> <p>Pupils provide very no contribution to the creation of the final performance.</p>	<p>Pupils are unable to perform a simple role/character; they play themselves onstage.</p> <p>Pupils use no movement skills in performance.</p> <p>Pupils use no vocal skills in performance.</p> <p>Pupils demonstrate no awareness of the audience.</p>	<p>Pupils are unable to evaluate performances without guidance and support and in doing so are unable to use drama vocabulary in their responses.</p> <p>When prompted and guided, they provide basic feedback to others by suggesting positive aspects but will need guidance and support when providing targets for improvement.</p> <p>Pupils demonstrate a basic knowledge of different careers that the study of Drama can lead to in the future.</p>

Careers: Pupils demonstrate a basic knowledge of different careers that the study of Drama can lead to in the future e.g. Actor and Director.