

Drama assessment criteria

Grade	Students should be able to:
9	<ul style="list-style-type: none"> • Demonstrates exceptional understanding of dramatic theory, applying concepts with exceptional precision and insight into the dramatic style and intention. • Delivers exceptional, nuanced performances, using voice, movement, and interaction to effectively communicate character intentions with professional-level sensitivity. • Contributes exceptionally to collaborative work, creating innovative drama that explores and conveys sophisticated themes. • Provides exceptional evaluations of personal and professional work, using specialist terminology extensively and accurately to make convincing and reflective judgements.
8	<ul style="list-style-type: none"> • Demonstrates sustained and perceptive knowledge of drama and theatrical techniques, applying these with high levels of sensitivity to dramatic intention. • Applies sophisticated acting skills, creating detailed and believable characters that effectively communicate dramatic intentions. • Collaborates effectively to devise and refine creative pieces that demonstrate advanced dramatic styles and methods. • Produces detailed, critical evaluations of personal and professional work, extensively using specialist terminology effectively and accurately.
7	<ul style="list-style-type: none"> • Shows secure knowledge of drama theory and techniques, with consistent accuracy in applying them to style and intention. • Demonstrates highly developed acting skills to create compelling characters with clear intentions. • Works confidently as part of a group to devise engaging and purposeful drama, integrating a variety of styles. • Provides well-developed evaluations of personal and professional work, accurately employing specialist terminology.
6	<ul style="list-style-type: none"> • Shows thorough knowledge of drama concepts, demonstrating consistent understanding of style and intention. • Displays refined acting skills, creating believable characters that communicate clear dramatic intentions. • Contributes effectively to group work, creating drama pieces with clear purpose and varied styles. • Writes strong evaluations of personal and professional work, accurately using specialist terminology.

5	<ul style="list-style-type: none"> • Demonstrates clear understanding of drama and theatrical techniques, using terminology with growing consistency. • Applies coherent acting skills to portray believable characters and communicate dramatic intentions. • Participates in group work to create drama with a clear sense of purpose, applying multiple techniques. • Provides reflective evaluations of work, making appropriate use of drama-specific terminology.
4	<ul style="list-style-type: none"> • Demonstrates basic understanding of drama theory, with moderate accuracy in linking theory to practice. • Applies acting techniques purposefully to create characters with basic clarity. • Works as part of a group to create drama pieces that communicate simple meaning and intention. • Offers descriptive evaluations of personal and professional work, with moderate use of terminology.
3	<ul style="list-style-type: none"> • Shows an inconsistent understanding of drama theory and intention but demonstrates a growing awareness of dramatic purpose. • Uses basic acting techniques inconsistently to create characters with some clarity. • Contributes to group tasks with guidance, demonstrating early understanding of style. • Provides basic reflections, occasionally using specialist terminology.
2	<ul style="list-style-type: none"> • Demonstrates limited understanding of drama theory and style. • Applies basic acting skills to communicate simple intentions with limited clarity. • Participates minimally in group work, with limited understanding of dramatic purpose. • Offers simple reflections on their own and others' work with inconsistent use of terminology.
1	<ul style="list-style-type: none"> • Shows minimal engagement with dramatic theory or style. • Attempts basic acting tasks with significant guidance. • Participates with minimal contribution to group tasks. • Provides limited descriptive comments with little or no use of terminology.