

## **KS3 Performance – Assessment criteria**

<b><i>Grade</i></b>	<b><i>Descriptor</i></b>
<b>Grade 9</b>	<ul style="list-style-type: none"><li>• Accomplished characterisations and roles that are highly detailed and sustained in performance.</li><li>• Accomplished use of vocal techniques in performance.</li><li>• Accomplished use of physical techniques in performance.</li></ul>
<b>Grade 8</b>	<ul style="list-style-type: none"><li>• Highly developed characterisation and roles that are highly detailed and sustained in performance.</li><li>• Highly developed use of vocal techniques in performance.</li><li>• Highly developed use of physical techniques in performance.</li></ul>
<b>Grade 7</b>	<ul style="list-style-type: none"><li>• Excellent characterisation and roles that are detailed and sustained in performance.</li><li>• Excellent use of vocal techniques in performance.</li><li>• Excellent use of physical techniques in performance.</li></ul>
<b>Grade 6</b>	<ul style="list-style-type: none"><li>• Confident characterisation and roles that are detailed and sustained in performance.</li><li>• Confident use of vocal techniques in performance.</li><li>• Confident use of physical techniques in performance.</li></ul>
<b>Grade 5</b>	<ul style="list-style-type: none"><li>• Good characterisations that are sustained throughout the performance.</li><li>• Good use of physical techniques in performance.</li><li>• Good use of vocal techniques in performance.</li></ul>
<b>Grade 4</b>	<ul style="list-style-type: none"><li>• Competent characterisations that are sustained for most of the performance.</li><li>• Competent use of vocal techniques for most of the performance.</li><li>• Competent use of physical techniques for most of the performance.</li></ul>
<b>Grade 3</b>	<ul style="list-style-type: none"><li>• Adequate characterisations that are sustained for some of the performance.</li><li>• Adequate use of vocal techniques for some of the performance.</li><li>• Adequate use of physical techniques for some of the performance.</li></ul>
<b>Grade 2</b>	<ul style="list-style-type: none"><li>• Basic characterisations that are partly sustained for some of the performance.</li><li>• Basic use of use of vocal techniques for some of the performance.</li><li>• Basic use of physical techniques for some of the performance.</li></ul>
<b>Grade 1</b>	<ul style="list-style-type: none"><li>• Limited or no characterisation.</li><li>• Limited use of vocal techniques in performance.</li><li>• Limited use of physical techniques in performance.</li></ul>

## **KS3 Page to stage – Assessment criteria**

<b><i>Grade</i></b>	<b><i>Descriptor</i></b>
<b>Grade 9</b>	<ul style="list-style-type: none"><li>• Demonstrates an accomplished collaboration with other members of the group.</li><li>• Accomplished ability to create mood and atmosphere in performance.</li><li>• Accomplished characterisations and roles that are highly detailed and sustained in performance.</li></ul>
<b>Grade 8</b>	<ul style="list-style-type: none"><li>• Highly developed ability to create mood and atmosphere in performance.</li><li>• Demonstrates a highly developed collaboration with other members of the group.</li><li>• Highly developed characterisation and roles that are highly detailed and sustained in performance.</li></ul>
<b>Grade 7</b>	<ul style="list-style-type: none"><li>• Excellent ability to create mood and atmosphere in performance.</li><li>• Demonstrates an excellent collaboration with other members of the group.</li><li>• Excellent characterisation and roles that are detailed and sustained in performance.</li></ul>
<b>Grade 6</b>	<ul style="list-style-type: none"><li>• Confident ability to create mood and atmosphere in performance.</li><li>• Demonstrates a confident collaboration with other members of the group.</li><li>• Confident characterisation and roles that are detailed and sustained in performance.</li></ul>
<b>Grade 5</b>	<ul style="list-style-type: none"><li>• Good ability to support establishing the mood and atmosphere of the performance.</li><li>• Demonstrates a good collaboration with other members of the group.</li><li>• Good characterisations that are sustained throughout the performance</li></ul>
<b>Grade 4</b>	<ul style="list-style-type: none"><li>• Competent ability to support establishing the mood and atmosphere of the performance.</li><li>• Demonstrates a competent collaboration with other members of the group.</li><li>• Competent characterisations that are sustained for most of the performance.</li></ul>
<b>Grade 3</b>	<ul style="list-style-type: none"><li>• Adequate ability to support establishing the mood and atmosphere of the performance.</li><li>• Demonstrates an adequate collaboration with other members of the group.</li><li>• Adequate characterisations that are sustained for some of the performance.</li></ul>
<b>Grade 2</b>	<ul style="list-style-type: none"><li>• Basic ability to support establishing the mood and atmosphere of the performance.</li><li>• Demonstrates a basic collaboration with other members of the group.</li><li>• Basic characterisations that are partly sustained for some of the performance.</li></ul>
<b>Grade 1</b>	<ul style="list-style-type: none"><li>• Limited ability to support establishing the mood and atmosphere of the performance.</li><li>• Demonstrates limited or no collaboration with other members of the group.</li><li>• Limited or no characterisation.</li></ul>

## **KS3 Devising – Assessment criteria**

<b><i>Grade</i></b>	<b><i>Descriptor</i></b>
<b>Grade 9</b>	<ul style="list-style-type: none"><li>• Demonstrates an accomplished collaboration with other members of the group.</li><li>• Outstanding contribution to the devised performance, through the use of drama skills.</li><li>• Outstanding artistic ideas and vision for the performance.</li></ul>
<b>Grade 8</b>	<ul style="list-style-type: none"><li>• Demonstrates a highly developed collaboration with other members of the group.</li><li>• Highly developed contribution to the devised performance, through the use of drama skills.</li><li>• Highly developed artistic ideas and vision for the performance.</li></ul>
<b>Grade 7</b>	<ul style="list-style-type: none"><li>• Demonstrates an excellent collaboration with other members of the group.</li><li>• Excellent contribution to the devised performance, through the use of drama skills.</li><li>• Excellent artistic ideas and vision for the performance.</li></ul>
<b>Grade 6</b>	<ul style="list-style-type: none"><li>• Demonstrates a confident collaboration with other members of the group.</li><li>• Confident contribution to the devised performance, through the use of drama skills.</li><li>• Confident artistic ideas and vision for the performance.</li></ul>
<b>Grade 5</b>	<ul style="list-style-type: none"><li>• Demonstrates a good collaboration with other members of the group.</li><li>• Good contribution to the devised performance, through the use of drama skills.</li><li>• Good artistic ideas and vision for the performance.</li></ul>
<b>Grade 4</b>	<ul style="list-style-type: none"><li>• Demonstrates a competent collaboration with other members of the group.</li><li>• Competent contribution to the devised performance, through the use of drama skills.</li><li>• Competent artistic ideas and vision for the performance.</li></ul>
<b>Grade 3</b>	<ul style="list-style-type: none"><li>• Demonstrates an adequate collaboration with other members of the group.</li><li>• Adequate contribution to the devised performance, through the use of drama skills.</li><li>• Adequate artistic ideas and vision for the performance.</li></ul>
<b>Grade 2</b>	<ul style="list-style-type: none"><li>• Demonstrates a basic collaboration with other members of the group.</li><li>• Basic contribution to the devised performance, through the use of drama skills.</li><li>• Basic artistic ideas and vision for the performance.</li></ul>
<b>Grade 1</b>	<ul style="list-style-type: none"><li>• Demonstrates limited or no collaboration with other members of the group.</li><li>• Limited or no contribution to the devised performance.</li><li>• Limited or no artistic ideas and vision for the performance.</li></ul>

