



# Academic Achievement: Rating Descriptors

## Subject: Drama

### Year: 9

In general, based on progress shown so far, we expect that <b>by the end of this academic year</b> your child will...		
	...know...	...be able to...
<b>1</b> Above the expected standard	<p><b>Characterisation:</b> including voice (accent, pace, pitch, volume, tone), language (register, dialect), stance, exaggeration, timing, gestus, character arc.</p> <p><b>How to analyse: evaluation, directorial vision,</b> written technique, audience impact, set, costume (colour, distress, texture, fit, style), lighting, props (symbolism), sound.</p> <p><b>How to develop work:</b> including transitions, motif, research, stock characters, audience conventions (e.g. overhearing, subtext), context (social, cultural, historical, political.)</p> <p><b>How intentions impact dramatic choices:</b> cyclical structure, contrast, dramatic irony, direct address, genre, audience demographic, dramatic form (monologues, duologues, asides).</p> <p><b>Dramatic style:</b> Naturalism, symbolism, verbatim.</p>	<p><b>Create</b> by using exceptional cooperation and communication skills. leading small group work with a confident, positive approach resulting in outstanding, engaging finished performances.</p> <p><b>Perform</b> by playing a complex and engaging character using a wide range of dramatic mediums with confidence, conviction and creativity.</p> <p><b>Respond</b> by discussing how mediums, strategies and elements have impacted the audience in the drama watched and performed in.</p>
<b>2</b> Meeting the expected standard	<p><b>Characterisation:</b> including voice (pace, volume, tone), language (register), stance, exaggeration, timing, gestus, character arc.</p> <p><b>How to analyse: evaluation, directorial vision,</b> written technique, audience impact, set, costume (colour, texture, fit, style), lighting, props (symbolism), sound.</p> <p><b>How to develop work:</b> including transitions, motif, research, stock characters, audience conventions (e.g. overhearing, subtext), context (social, historical, political.)</p> <p><b>How intentions impact dramatic choices:</b> cyclical structure, contrast, dramatic irony, direct address, genre, audience demographic, dramatic form (monologues, duologues, asides).</p> <p><b>Dramatic style:</b> Naturalism, symbolism.</p>	<p><b>Create</b> by cooperating with maturity and positive interpersonal skills. They can structure small group work and develop detailed and thoughtful final performances.</p> <p><b>Perform</b> by playing a detailed and convincing character, using body language, expression, space, voice and language effectively and consistently.</p> <p><b>Respond</b> by regularly volunteering constructive criticism about the performance I watch and take part in. They can analyse how a range of dramatic choices have impact on the audience.</p>
<b>3</b> Working towards the expected standard	<p><b>Characterisation:</b> including voice (volume, tone), language, exaggeration, character arc.</p> <p><b>How to analyse:</b> written technique, set, costume (colour, style), lighting, props, sound.</p> <p><b>How to develop work:</b> including transitions, stock characters, dramatic conventions (e.g. overhearing, subtext), context (social, historical.)</p> <p><b>How intentions impact dramatic choices:</b> cyclical structure, contrast, dramatic irony, direct address, dramatic form (duologues, asides).</p> <p><b>Dramatic style:</b> Naturalism.</p>	<p><b>Create</b> by cooperating and communicating effectively with others and using some drama strategies with confidence.</p> <p><b>Perform</b> by adding details to characters with focus, using body language, expression, voice and language effectively to present my role.</p> <p><b>Respond</b> by using constructive criticism to discuss areas of strength and areas for development in the work of others. They can also reflect on their own work to improve it further.</p>
<b>4</b> Below the expected standard	<p><b>Characterisation:</b> including voice, language, exaggeration.</p> <p><b>How to analyse:</b> written technique, set, costume (colour), lighting, props, sound.</p> <p><b>How to develop work:</b> including transitions, stock characters, context (historical.)</p> <p><b>How intentions impact dramatic choices:</b> cyclical structure, contrast, dramatic irony, direct address.</p> <p><b>Dramatic style:</b> Naturalism.</p>	<p><b>Create</b> by sometimes cooperating and communicating effectively with others and using drama strategies in their work.</p> <p><b>Perform</b> by playing a basic character with attempted focus, using body language, expression, voice and language to create a role.</p> <p><b>Respond</b> by sometimes justifying their reasoning when identifying areas for development and areas of strength in their own work and that of others.</p>