

Aim High Step Descriptors		Key Stage 3 Performing Arts		
		A	B	C
		Knowledge & Evaluation	Collaboration & Devising	Communication & Performance
Working Towards Year 7 expectations.	Step 1	<p>Students will use basic Drama Terminology.</p> <p>Students will describe the use of Facial Expression, Body Language and Gestures in their own performances.</p>	<p>Students will offer some basic ideas, but will often rely on the ideas of others.</p> <p>Students take direction from other members of my group.</p>	<p>Inconsistent focus in performance and in the use of performance techniques. (Corpsing)</p> <p>Some attempt of the use of facial expressions, body language or gesture.</p>
	Step 2	<p>Students will use a variety of Drama Terminology with reference to a Performance.</p> <p>Students will be able to explain performance choices for their character's facial expressions, body language and gestures and whether they have been effective.</p>	<p>Students will offer some basic ideas when devising: about the narrative, character development and performance techniques used.</p> <p>They are a good teamplayer, sometimes taking part in creative conversation and listening to others.</p>	<p>Stays in character throughout the performance, some of which are imaginative.</p> <p>Some use of physical and vocal performance technique.</p>
Working Above the expectations for Year 7 and at a greater depth. Working towards Year 8 expectations.	Step 3	<p>Students will identify and describe different Drama Performance techniques, using correct Drama Terminology.</p> <p>Students will be able to identify whether their personal performance choices were effective and explain why.</p>	<p>Students can offer their own ideas when devising:</p> <p>on narrative, character development and performance techniques used and explain why they think their ideas are effective.</p> <p>Are students a reliable member of the group, taking direction well and actively listening to and taking part in creative conversation.</p> <p>Students will be committed to trying different ways of doing things.</p>	<p>Good characterisation, which is effective through use of vocal and physical performance technique.</p> <p>Some good timing and consistency of meaning displayed throughout the performance.</p> <p>Some good use of practical performance techniques which are apparent to an audience.</p>
		Step 4	<p>Students will identify, describe and evaluate different performance techniques using specific Drama Terminology.</p> <p>Students are able to justify and evaluate their personal performance choices and discuss the impact on an audience.</p> <p>Students are able to use their knowledge of specific Drama styles to create an accurate performance.</p>	<p>Students can work in a consistently collaborative way, explaining their ideas accurately with justification.</p> <p>Students will work well in a group, independently managing others, giving direction and using full rehearsal time effectively, ensuring they have time to develop ideas and polish work.</p> <p>Students are committed to listening to others and trying out ideas to see which works best.</p>
Working Above the expectations for Year 8 and at greater depth. Working towards Year 9 expectations.	Step 5	<p>Students will confidently describe and evaluate different performance techniques using specific Drama Terminology consistently.</p> <p>Students will confidently justify and evaluate my personal performance choices and their subsequent impact on a specific target audience.</p> <p>Students will use their knowledge of specific Drama styles to create an accurate performance and justify their choices.</p>	<p>Students will work in a consistently collaborative way, whilst exploring their ideas and issues. While doing this they will analyse and reflect on our ideas and consider our intended target audience.</p> <p>Students will use rehearsal time to focus on the visual and emotional engagement of very specific moments in the performance.</p> <p>Students will be committed and a dedicated member of their group.</p>	<p>Excellent characterisation whilst performing, which is effective through consistently thoughtful use of vocal and physical performance techniques.</p> <p>Able to use a range of strategies to engage and audience.</p> <p>Displays control within the full range and styles of characterisation.</p> <p>Excellent use of timing and consistency of meaning displayed throughout the performance.</p>
		Step 6	<p>Students will evaluate and analyse different performance techniques using specific Drama Terminology consistently.</p> <p>Students will analyse and justify their personal performance choices and their subsequent impact on a specific target audience.</p> <p>Students will be able to confidently use specific knowledge of stylised performance skills to improve the planning of a individual performance.</p>	<p>Students will work in a consistently collaborative way, creating a performance which avoids obvious or derivative roles or situations.</p> <p>Students can experiment with different styles and genres of performance and will be comfortable with all aspects of physicality.</p> <p>Students will use rehearsal time effectively, being organised and using it to polish and experiment. Students do not normally use their first or only idea.</p> <p>Students are committed and dedicated member of my group and can also maintain a consistent rapport with all other performers and the audience.</p>
Working Above the expectations for Year 9 and at a greater depth.	Step 7	<p>Students will securely evaluate and analyse different performance techniques using specific Drama Terminology consistently.</p> <p>Students will confidently analyse and justify my personal performance choices and their subsequent impact on a specific target audience.</p> <p>Students will be able to confidently use specific knowledge of stylised performance skills to improve the planning of a individual performance and justify my decisions.</p>	<p>Students will explore their groups ideas using analysis and reflection, with a clear personal response and appreciation of creative intention.</p> <p>Students will confidently experiment with different aspects of physicality, whilst considering the style and target audience.</p> <p>Students will use rehearsal time very well, being entirely focused on the visual and emotional engagements of specific moments and there subsequent impact on my chosen target audience.</p> <p>Students will be a committed and dedicated member of their group and can also maintain a consistent rapport with all other performers and the audience.</p>	<p>Fantastic performance skills were vocal and physical skills are secure and effective . Excellent understanding of how creative choices communicate meaning to an audience. Delivery is appropriate and consistent throughout.</p> <p>Secure technical control in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships). Physical performance shows competent variation and range.</p> <p>Excellent use of timing and consistency of meaning displayed throughout the performance.</p>