

## 0-9 Scale descriptions for Drama - UWS

Stage	Description
9	<p><b>Creating</b> - Explore, develop and shape performance material with focus, insight and imagination, using activities and research findings effectively.</p> <p><b>Performance</b> - Carry out preparatory work in a performance role for a live performance with competent, confident and effective application of relevant skills, demonstrating a high level of commitment and input to the process.</p> <p><b>Responding</b> - Present a detailed and ongoing review of acting skills, making qualitative judgements about strengths and areas to develop, setting and justifying achievable targets for improvement and evaluating progress.</p>
8	<p><b>Creating</b> - Explore, develop and shape performance material using activities and research findings, making considered decisions in relation to the demands of the work.</p> <p><b>Performing</b> - Contribute to a performance in a production role, demonstrating competent use and control of skills, making an assured and consistent contribution that is integral to the success of the piece</p> <p><b>Responding</b> - Present a detailed and ongoing review of acting skills, describing strengths and areas to develop, setting achievable targets for improvement and reviewing progress.</p>
7	<p><b>Creating</b> - Often use drama techniques with surprising, original and impressive results. Use drama techniques independently acquired to further enhance your understanding. Create a very positive working atmosphere. Work always outstrips the demands of the criteria set.</p> <p><b>Performing</b> – Perform entirely convincing and impressive characters. Lines are delivered with creative and confident characterisation.</p> <p><b>Responding</b> – Respond to questions with original and challenging ideas.</p>
6	<p><b>Creating</b> - Have complete control over all drama techniques. Actively and independently seek to acquire new drama techniques. Be a very productive leader who is effective at co-operating and compromise. Scripts are brilliantly written showing outstanding creativity and confidence.</p> <p><b>Performing</b> – Have complete control over the mental and physical skills needed to perform. Completely commit to the roles played. Lines learned are delivered faultlessly.</p> <p><b>Responding</b> – Responds to questions and feedback in class with perceptive comments.</p>
5	<p><b>Creating</b> – Use all drama techniques effectively with original results. Create and keep a positive and productive working atmosphere. Scripts are consistently going beyond the demands of the criteria set.</p> <p><b>Performing</b> – Characters have depth and sensitivity. Lines are delivered correctly and confidently with a good sense of the character.</p> <p><b>Responding</b> – Respond to questions and feedback very well showing a deep understanding of drama.</p>

4	<p><b>Creating</b> – Use all acquired drama techniques creatively. Show strong leadership skills and commitment to the drama piece. Scripts are confidently and creatively written.</p> <p><b>Performing</b> – Can construct and perform a wide variety of characters. Stay in role, showing an impressive commitment to the performance.</p> <p><b>Responding</b> – Respond to questions and feedback very well showing a good understanding of drama.</p>
3	<p><b>Creating</b> – Recognise and use various different drama techniques with confidence and creativity. Know and regularly use a wide range of drama terminology in lessons. Contribute ideas well to a group and show good leadership skills. Scripts show good confidence and creativity, often going beyond the criteria set.</p> <p><b>Performing</b> - Perform a variety of convincing characters using gesture, posture, tone of voice and facial expression with confidence and originality. Consistently stay in role for the whole performance. Any lines learned are delivered with very few mistakes, if any.</p> <p><b>Responding</b> – Respond to questions and feedback in class intelligently and without encouragement.</p>
2	<p><b>Creating</b> – Recognise and use a wide variety of drama techniques with growing confidence and creativity. Know and use a range of drama terminology accurately. Make positive contributions to a group, showing some leadership. Scripts show a growing confidence and creativity.</p> <p><b>Performing</b> – Perform a believable character that shows thought and difference from yourself with growing confidence and originality. Stay in role for most of the performance. Learn any lines set and deliver them with confidence.</p> <p><b>Responding</b> – Respond to questions and feedback with comments that are thought through and positive. Know and use a range of drama terminology accurately when providing feedback.</p>
1	<p><b>Creating</b> – Recognise and use different drama techniques with reasonable confidence. Know, and use, some drama terminology. Make a reasonable contribution to group work, sharing some ideas. Script writing shows some creativity and achieves basic demands on the criteria set.</p> <p><b>Performing</b> – Perform a character using gesture, posture, tone or facial expression that shows some thought and difference from yourself. Stay in role for significant parts of the performance, sometimes losing focus. Learn most lines set and perform with prompting.</p> <p><b>Responding</b> – Respond to questions and feedback with comments that show some reflective thought. Know and use basic drama terminology when giving feedback.</p>
0	<p><b>Creating</b> – Recognise or use on or two drama conventions. Able to be led by others in a group situation. Script writing shows some thought and effort.</p> <p><b>Performing</b> - Know that gesture, posture, tone and facial expression can be used to create a believable character.</p> <p><b>Responding</b> – Respond to questions and feedback in class with the use of teacher encouragement. Understand some of the basic drama terminology.</p>

