

Year 7 Drama Mastery Criteria

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	Skill	Emerging	Developing	Mastered	Ambitious
Creating	FOCUS IN REHEARSAL	Sometimes, I can work in a group with focus	With prompting, I can work in a group with focus.	I can work in a group with focus.	I can work in a group with sustained focus.
	CONTRIBUTING IDEAS	I can contribute ideas when rehearsing.	I can contribute ideas when rehearsing and try to listen to the ideas of others.	I can confidently contribute ideas when rehearsing and can listen to the ideas of others.	I can contribute appropriate and imaginative ideas when rehearsing and encourage the ideas of others.
	WORKING IN A TEAM	I try to work with everybody in my group.	I can work with any member of my group.	I can work supportively and confidently with any member of my group.	I can always work sensitively and cooperatively with any member of my group.
	USING TECHNIQUES	Sometimes, I understand the techniques others add when creating our piece.	I understand the techniques others add when creating our piece.	I can suggest appropriate drama techniques to use when we are creating our piece.	I can suggest appropriate and imaginative drama techniques to create the required mood and atmosphere.
Performing	PERFORMING A CHARACTER	I am character sometimes in a performance.	I am character most of the time in a performance.	I can sustain my character throughout a performance.	I can stay in character when performing, creating a coherent character and well-developed role.
	USING VOICE	I can be heard when I speak in a performance.	I try some vocal skills in performance.	I can try a variety of vocal skills in performance.	I have chosen and can maintain appropriate vocal skills in performance.
	USING MOVEMENT	Sometimes, I can try some different ways of using body language and facial expressions in performance.	I can try some different ways of using body language and facial expressions in performance.	I can try a range of different ways of using body language and facial expressions in performance.	I can choose, use and maintain appropriate movement skills in performance.
	USING STAGE CRAFT	I can set out my piece of drama so that the audience can often see the action.	I can set out my piece of drama so that the audience can almost always see the action. My performances are at times confident and engaging.	I can set out my piece of drama so that the audience can consistently see the action. My performances are confident and engaging.	I can set out my piece of drama appropriately so that staging fits in with the intentions of the piece. My performances are fluent and engaging.

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Evaluating	AUDIENCE MEMBER	Sometimes, I can watch and listen to a performance without prompting.	Sometimes, I can actively watch and listen to a performance.	I can actively watch and listen to a performance. I am a focused audience member.	I am a supportive and observant audience member.
	USING DRAMA LANGUAGE	Sometimes, I can use Drama language in the correct context/situation with prompting.	Most of the time, I can use Drama language in the correct context/situation.	I can use Drama language in the correct context/situation.	I can use Drama language confidently and appropriately to make connections between performances.
	EVALUATING MY OWN WORK	With prompting, I can say what went well and what needs improving when evaluating my own piece of drama.	I can say what went well and what needs improving when evaluating my own piece of drama.	I can say what went well and what needs improving when evaluating my own piece of drama and justify my opinion.	I can compare my performance to that of others and set targets for my own improvement.
	EVALUATING OTHERS' WORK	With prompting, I can say what went well and what needs improving when evaluating the work of others	I can say what went well and what needs improving when evaluating the work of others.	I can say what went well and what needs improving when evaluating the work of others and justify my opinion.	I can compare the performances of others to allow opportunities for improvement. I can give sensitive feedback.