



Robert Bloomfield Academy: Key Stage 2 Grade Descriptors – Drama



KS2 Age Related Expectations	Responding	Performance	Evaluation
6 Exceeding	Work extremely well in <u>different groups</u> . Can clearly focus your <u>ideas and suggestions</u> into a performance that is well shaped and can lead/give direction.	Show insight into texts and issues through deliberate choices of speech, gesture and movement, beginning to sustain and adapt different roles and scenarios.	
6 Secure	Can demonstrate an ability to explore issues and ideas with some <u>thought, imagination and understanding</u>	<u>Voice projection</u> is apparent throughout performance. <u>Characterisation</u> is constant. <u>Clear body actions</u> represent character. <u>Audience</u> are interacted with during the performance. Character is imaginative, committed and realistic.	Evaluate own/ others performances <u>constructively and objectively</u> making informed judgements but showing a clear understanding of <u>drama skills</u> .
6 Developing	Focus your <u>ideas and suggestions</u> confidently into a performance that is well shaped. Work in <u>different groups</u> . Have a good knowledge of <u>drama skills</u> and use some of them in performances.	Convey straight forward ideas about characters and situations, making deliberate choices of speech, gesture and movement in different roles and scenarios.	<u>Star-star wish</u> – give two positives and one area for improvement when evaluating own and others’ performances.
6 Beginning	Some <u>ideas and suggestions</u> that are implemented into performance. Have knowledge of <u>drama skills</u> and can use them with guidance from a teacher.	<u>Vocal and movement skills</u> show character. Voice is heard when intended through most of the performance. Are able to stay in <u>character</u> for most of the performance. At some stage you interact with the <u>audience</u> during performance.	Able to select <u>drama skills</u> using <u>key terms</u> when analysing performances.
5 Secure	Perform actions with some <u>expression</u> . You work appropriately in a <u>group situation</u> .	Show understanding of characters or situations by adapting speech, gesture and movement, helping to create roles and scenarios.	Give <u>one positive</u> aspect and <u>one area for improvement</u> . Select one <u>drama element</u> when analysing.

<p>5 Developing</p>	<p>Develop <u>basic issues</u> and ideas and respond appropriately to direction. Respond appropriately and act on teachers/others directions when creating drama. Open to have a go at the activities set and work in a group.</p>	<p>Use <u>vocal and movement skills</u> in an attempt to show character. Show some areas of <u>characterisation</u></p>	<p><u>Occasionally evaluate</u> the effectiveness of others performances.</p>
<p>5 Beginning</p>	<p>Have <u>ideas and suggestions</u> and are sometimes able to use them in performance. Share responsibility in the group and act on teachers instructions.</p>	<p>Use <u>vocal and movement skills</u> in a basic way. Use your performance to sometimes communicate your <u>character</u>. * Adapt speech, gesture or movement to simple roles and different scenarios.</p>	<p>Say what you enjoyed about a performance.</p>