



Drama Levels Check List

1-2 ticks = Sub Band -
3/4/5 ticks = Mid Band
6+ ticks = Sub Band +
All ticks = move up to the next level

For a Level 1 (F/G) pupils will be able to show a little competency in:

- Devising short plays from a range of starting points
- Using a narrow range of movement and words to show a simple character
- Use of some lighting, props or costume
- A little contribution to working as part of a group
- Realising individual artistic intention
- Talking about their work

In Year 7 you should get between Band 2 & 3
In Year 8 you should get between Level 3 & 5
In Year 9 you should get a Band 5 or above

For a Level 2 (E/F) pupils will be able to show a little competency in:

- Showing a little inventiveness
- Presenting a recognisable character
- Giving suggestions on how the work could be improved
- Showing a basic understanding of how meaning can be shown
- Writing and perform their own scripts

For a Level 3 (D/E) pupils will be able to show some developing competency in:

- Working confidently using a fair range of rehearsal and performance techniques e.g. Thought Tracking
- Personal interpretation of a script has some appropriateness.
- Learning lines and co-operating with other students
- Establishing a character with some control over movement and voice
- Selecting and operating a range of simple theatre technologies to create the right space for their drama to enhance their work
- Evaluating their work and the work of others using accurate drama vocabulary
- Show some understanding of basic social context for a piece

For a Level 4 (C/D) pupils will be able to show some developing competency in:

- Experimenting with a range of acting skills to create a character
- Some useful inventiveness when exploring issues and relationships using drama techniques
- Taking part in creating a short clear performance for an audience, with some meaningful, individual contribution.
- Sustaining a clearly defined character
- Use at least 3 technical elements in performance
- Discussing basic conventions and methods of staging in drama they have watched

For a Level 5 (C/B) pupils will be able to show developed, secure and consistent ability to:

- Personal interpretation of a script has reasonable relevance and sensitivity.
- Improve and refine their acting, directing or technical contribution through the rehearsal process
- Discuss what they know about theatre from other times and places
- Organise performances in a range of styles
- Devise drama on challenging themes and issues
- Give a considerable amount of ideas during rehearsal
- Discuss the ways that ideas are presented and represented using specific terminology (including use of technical elements)

For a Level 6 (Top B) pupils will be able to show developed, secure and consistent ability to:

- Create a performance for a specific audience or purpose using a defined style/genre
- Demonstrate a knowledge of theatre from different times, places and cultures.
- Give and explore others ideas during rehearsal
- Create a character with depth from the written word
- Use drama techniques to create atmosphere
- Use voice and movement subtly in performance
- Make effective use of at least 4 elements of dramatic technology

- Discuss what they know about theatre from other times and places, showing some understanding of social context
- Structure complex feedback for work using a range of drama terminology
- In detail, using drama terminology recognise strengths and weaknesses in a performance

For a Level 7 (A) pupils will be able to show a highly competent and developed:

- Demonstration of imagination and considered justification when interpreting a range of texts.
- Very good personal interpretation of a script, good appropriateness and sensitivity.
- Sustain a role creatively with some originality to communicate their ideas.
- Interpretation of material from assorted sources, creating pieces of drama which can both educate and entertain
- Improvise, rehearse and perform theatre pieces, demonstrating understanding of the skills of the performer, technician or director.
- Development of a devised scene into a scripted one
- Use of the available space & resources in a creative way
- Make links between their own work and theatrical tradition
- Show initiative when researching ideas for drama
- Analyse drama in performance, using appropriate language and theatre vocabulary to suggest improvements.

For a Level 8 (A/A*) pupils will be able to show a highly competent and developed:

- Experimentation with, exploration and use without prompting of a wide range of theatre resources techniques, genres and traditions
- Ability to collaborate sensitively with others in creating performance pieces that are inventive, challenging, structured and appropriate for their intended audience (entirely appropriate and sensitive)
- Ability to make use of appropriate software to develop and translate ideas for performance.
- Ability to contribute as part of an ensemble, demonstrating control and subtlety in their performances
- Ability to write and talk about plays in performance showing a good knowledge of theatre conventions and devices e.g. the use of soliloquy in Shakespeare or the distracting effects in the work of Brecht.
- Ability to use theatre terminology accurately and effectively.
- Evaluation of their work and that of others, supporting their comments with reasoned arguments which draw on their knowledge of theatre forms and practitioners.

For a Level 9 (Top A*) pupils will be able to be exceptional in:

- Confident organisation of their own inventive work, either as part of an ensemble or a solo piece.
- Contribution of leading and directing others in rehearsal.
- Using a very wide range of different conventions, devices and techniques to create a desired effect on an audience.
- Showing subtlety as well as panache (confidence and style) in their dramatic interpretations of texts, either as performers, directors or designers.
- Demonstrating an awareness of different levels or meaning through their use of metaphor and symbol
- Directing, designing or stage-managing different styles of play imaginatively and thoughtfully.
- Demonstrating exceptional standards in all aspects of crafting performance pieces.
- Creating or help others to create a range of complex characters in performance.
- Demonstrating a good knowledge and understanding of the cultural, historical and social context of drama they are in or see.
- Evaluating their work and that of others, supporting their comments with reasoned arguments which draw on their wider knowledge of theatre forms and practitioners.

