

**Subject:** Drama

**Year group:** 8

**Age-related Criteria for KS3 reporting**



| ARC               | Rehearse & Contribute  | Performance  | Feedback & Evaluation   |
|-------------------|--|--|---|
| <b>Exceeding</b>  | <p><i>Your child is showing strong rehearsal and contribution skills and maturity. They:</i></p> <ul style="list-style-type: none"><li>• Take a leading role in rehearsals, shaping scenes with well-developed ideas and supporting others effectively.</li><li>• Show initiative and independence, refining choices and contributing thoughtfully to group decisions.</li><li>• Demonstrate strong collaborative skills, encouraging peers and helping maintain a productive, creative rehearsal environment.</li></ul> | <p><i>Your child is showing strong performance skills and maturity. They:</i></p> <ul style="list-style-type: none"><li>• Show strong characterisation using a wide range of vocal and physical techniques to communicate emotion, status, and relationships.</li><li>• Use dramatic techniques purposefully to engage the audience and communicate clear dramatic intentions.</li><li>• Perform with confidence and precision, adapting their choices to enhance meaning and audience impact.</li></ul> | <p><i>Your child is showing strong feedback and evaluation skills and maturity. They:</i></p> <ul style="list-style-type: none"><li>• Use drama vocabulary fluently to explain what made moments effective and why.</li><li>• Offer specific, reasoned suggestions for improvement that show deeper understanding of dramatic technique.</li><li>• Evaluate their own work clearly, describing how their choices shaped the scene and how they could develop further.</li></ul> |
| <b>Meeting</b>    | <p><i>Your child is engaging well with rehearsal and contribution work. They:</i></p> <ul style="list-style-type: none"><li>• Contribute positively in rehearsals, building on others' ideas and making helpful suggestions.</li><li>• Work cooperatively with the group and respond well to direction and feedback.</li><li>• Stay focused during rehearsals and use time well to improve scenes.</li></ul>   | <p><i>Your child is engaging well with drama performance work. They:</i></p> <ul style="list-style-type: none"><li>• Make clear character choices using voice, movement, and facial expression with increasing control.</li><li>• Use a range of drama techniques to support the story, mood, or message of the piece.</li><li>• Show an understanding of how to engage the audience, even if this is not yet fully consistent.</li></ul>  | <p><i>Your child is engaging well with feedback and evaluation work. They:</i></p> <ul style="list-style-type: none"><li>• Use key drama terms to describe what worked well in a performance.</li><li>• Comment on specific moments, showing understanding of how techniques helped tell the story.</li><li>• Begin to identify areas for improvement in their own and others' work.</li></ul>  |
| <b>Developing</b> | <p><i>Your child is beginning to engage with rehearsal and contribution work. They may:</i></p> <ul style="list-style-type: none"><li>• Join in rehearsals but need reminders or encouragement to stay focused or contribute ideas.</li><li>• Be developing their ability to build on others' suggestions and work collaboratively.</li><li>• Need support to organise their rehearsal time effectively.</li></ul>   | <p><i>Your child is beginning to engage with drama performance skills. They may:</i></p> <ul style="list-style-type: none"><li>• Use basic vocal and physical techniques, though characterisation and clarity may still be emerging.</li><li>• Use some drama techniques but not always consistently or with clear purpose.</li><li>• Need support to use space, movement, and interaction confidently in performance.</li></ul>   | <p><i>Your child is beginning to engage with feedback and evaluation skills. They may:</i></p> <ul style="list-style-type: none"><li>• Give simple feedback mostly describing what happened rather than analysing effectiveness.</li><li>• Need help using drama vocabulary to explain their ideas clearly.</li><li>• Find it challenging to suggest improvements without guidance.</li></ul>   |