

KS3 Banding

	Creating	Performing	Responding
Band 1 (F/G)	<p>Attempt to evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Response of inspirations. <input type="checkbox"/> Influences. <input type="checkbox"/> Contextual considerations. <input type="checkbox"/> Individual dramatic aims and intentions. <input type="checkbox"/> Devise from a range of starting points <input type="checkbox"/> Correct vocabulary used for character & piece 	<ul style="list-style-type: none"> <input type="checkbox"/> Basic use of acting skill <input type="checkbox"/> Basic range of acting skills used <input type="checkbox"/> Basic contribution as part of the group <input type="checkbox"/> Basic invention (tech) <input type="checkbox"/> Basic intended artistic invention 	<p>Have a simple understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Their practical work e.g. genre <input type="checkbox"/> Development of character <input type="checkbox"/> The improvements they made <input type="checkbox"/> Evaluation of their piece
Band 2 (E/F)	<ul style="list-style-type: none"> <input type="checkbox"/> Write and perform their own scripts <input type="checkbox"/> Understand and interpret the work of a playwright. <input type="checkbox"/> Work confidently in groups using a range of drama techniques to explore situations and devise dramas for different purposes <input type="checkbox"/> Evidence of an underdeveloped response to the stimulus <input type="checkbox"/> Evidence of underdeveloped refinement of skills and the piece 	<ul style="list-style-type: none"> <input type="checkbox"/> Establish a character with control over movement and voice <input type="checkbox"/> Learn lines and co-operate with other students <input type="checkbox"/> use 3 technical elements to enhance performance <input type="checkbox"/> Experiment with a limited range of different acting skills to create a character <input type="checkbox"/> Underdeveloped effectiveness of characterisation <input type="checkbox"/> Underdeveloped appropriateness of personal interpretation <input type="checkbox"/> Underdeveloped sensitivity of personal interpretation to context. <input type="checkbox"/> Artistic intentions partially realised. 	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss basic conventions and methods of staging in drama they have watched <input type="checkbox"/> Evaluate their work and the work of others using accurate drama vocabulary

<p>Band 3 (D/E)</p>	<p>Basic evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Influences. <input type="checkbox"/> Contextual considerations. <input type="checkbox"/> Individual dramatic aims and intentions. <input type="checkbox"/> dramatic aims and intentions of piece. <input type="checkbox"/> Inspiration in response <input type="checkbox"/> Explore issues and relationships using drama techniques <input type="checkbox"/> Detailed interpretation and rehearsal of a section of published script 	<ul style="list-style-type: none"> <input type="checkbox"/> Create a short clear performance for an audience <input type="checkbox"/> Use at least 4 technical elements in performance <input type="checkbox"/> Sustain a clearly defined character <input type="checkbox"/> Improve and refine their acting, directing or technical contribution through the rehearsal process <input type="checkbox"/> Some competency in use of theatrical skill. <input type="checkbox"/> Some range of theatrical skills demonstrated. <input type="checkbox"/> Modest contribution to the effectiveness of the piece. <input type="checkbox"/> Some inventive ideas. <input type="checkbox"/> Some success in realising individual intended artistic intention. 	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss the ways that ideas are shown using specific terminology <input type="checkbox"/> Discuss what they know about theatre from other times and places <input type="checkbox"/> Some knowledge and understanding through a slightly unclear description of the piece and their role <input type="checkbox"/> Some knowledge and understanding of how they developed a character <input type="checkbox"/> Will offer some analysis of how they used the rehearsal process to improve their individual skills <input type="checkbox"/> Will offer some evaluative responses of a scene in their own or that of other groups performance
<p>Band 4 (C/D)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently give ideas during rehearsal <input type="checkbox"/> Interpret material from assorted sources, creating pieces of drama which can both educate and entertain <input type="checkbox"/> Develop a devised scene into a scripted one <input type="checkbox"/> Evidence of a meaningful response to the stimulus which shows some creativity. <input type="checkbox"/> Evidence of some meaningful development and refinement of skills and the piece 	<ul style="list-style-type: none"> <input type="checkbox"/> Create a character with depth from the written word <input type="checkbox"/> Devise drama on challenging themes and issues <input type="checkbox"/> Use voice and movement with some subtlety in performance <input type="checkbox"/> Make full use of the available space & resources in a creative way <input type="checkbox"/> Reasonable range of skills. <input type="checkbox"/> Deployed in an effective way. <input type="checkbox"/> Personal interpretation is partially appropriate to the play as a whole. <input type="checkbox"/> Personal interpretation is variably sensitive to context. <input type="checkbox"/> Artistic intentions mostly realised. 	<ul style="list-style-type: none"> <input type="checkbox"/> Make links between their own work and theatrical tradition <input type="checkbox"/> In detail, using drama terminology recognise strengths and weaknesses in a performance <input type="checkbox"/> Show initiative when researching ideas for drama

<p>Band 5 (B/C)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create a performance for a specific audience or purpose using a defined style/genre <input type="checkbox"/> Use drama techniques to create atmosphere e.g. combine sound and silence, movement and stillness, light and darkness to create a powerful piece of theatre <input type="checkbox"/> Contribute creatively to the devising and collective authorship of their own dramas 	<ul style="list-style-type: none"> <input type="checkbox"/> Sustain a role creatively with some originality to communicate their ideas. <input type="checkbox"/> Candidates recall with some accuracy, select and communicate some clear knowledge and clear understanding of plays and other types of drama <input type="checkbox"/> Demonstrate a secure awareness of the relationship between texts and dramatic styles and of social context and genre, generating, exploring and developing their ideas. <input type="checkbox"/> Apply and adapt appropriately a good range of practical skills. This is sustained in performance <input type="checkbox"/> Show a clear awareness of audience and respond positively to others in the group 	<ul style="list-style-type: none"> <input type="checkbox"/> Reasonable knowledge and understanding through a slightly unclear description of the piece and their role <input type="checkbox"/> Reasonable knowledge and understanding of how they developed a character <input type="checkbox"/> Reasonable analysis of how they used the rehearsal process to improve their individual skills <input type="checkbox"/> Reasonable evaluative responses of a scene in their own or that of other groups performance
<p>Band 6 (Top B)</p>	<p>Sound evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Response of inspirations <input type="checkbox"/> Influences. <input type="checkbox"/> Contextual considerations. <input type="checkbox"/> Individual dramatic aims and intentions. <input type="checkbox"/> Dramatic aims and intentions of piece. <input type="checkbox"/> A creative and engaged response to the stimulus <input type="checkbox"/> Considerable and mostly effective development and refinement of skills and the piece 	<ul style="list-style-type: none"> <input type="checkbox"/> Competent use of theatrical skill. <input type="checkbox"/> Wide range of theatrical skills demonstrated. <input type="checkbox"/> Deployed in a very effective way. <input type="checkbox"/> Reasonable contribution to the effectiveness of the piece. <input type="checkbox"/> Inventive work. <input type="checkbox"/> Successful realisation of individual intended artistic intention. Personal interpretation is appropriate to the play as a whole. <input type="checkbox"/> Personal interpretation is sensitive to context. <input type="checkbox"/> Artistic intentions realised. 	<p>Band 6 Students should cover all of Band 1/2/3/4/5 AND might show elements of the Band 7 criteria in responding.</p>

<p>Band 7 (A)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Experiment with, explore, and use without prompting, a wide range of theatre resources, techniques, genres and traditions <input type="checkbox"/> Collaborate sensitively with others in creating performance pieces that are challenging, structured and appropriate for their intended audience <input type="checkbox"/> Make use of appropriate software to develop and translate ideas for performance <input type="checkbox"/> Demonstrate imagination and considered justification when interpreting a range of texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Work productively as part of an ensemble, demonstrating control and subtlety in their performances <input type="checkbox"/> Improvise, rehearse and perform theatre pieces, demonstrating understanding of the skills of the performer, technician or director <input type="checkbox"/> A very broad range of skills. <input type="checkbox"/> Deployed in a highly effective way. <input type="checkbox"/> Personal interpretation is highly appropriate to the play as a whole. <input type="checkbox"/> Personal interpretation is highly sensitive to context. <input type="checkbox"/> Artistic intentions fully realised. 	<ul style="list-style-type: none"> <input type="checkbox"/> Knowledge and understanding will be demonstrated through a clear description of the piece <input type="checkbox"/> Provided knowledge and understanding through a clear explanation of the specific skills they used to develop the piece of practical work. <input type="checkbox"/> There will be useful reference to research, rehearsal and other preparation work related to their role in the play. <input type="checkbox"/> Clear analysis of how they used the rehearsal process to improve their individual skills. <input type="checkbox"/> Demonstrate knowledge and understanding of their own or others practical work through a clear description and analysis of the way acting skills were used
<p>Band 8 (A/A*)</p>	<p>Strong evidence of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Response of inspirations <input type="checkbox"/> Influences. <input type="checkbox"/> Contextual considerations <input type="checkbox"/> Individual dramatic aims and intentions. <input type="checkbox"/> Dramatic aims and intentions of piece. <input type="checkbox"/> A highly developed and highly creative response to the stimulus. 	<ul style="list-style-type: none"> <input type="checkbox"/> Highly competent use of theatrical skill. <input type="checkbox"/> Extensive range of theatrical skills demonstrated. <input type="checkbox"/> Significant contribution to the effectiveness of the piece. <input type="checkbox"/> Highly inventive work. <input type="checkbox"/> Highly successful realisation of individual intended artistic intention. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate a good knowledge and understanding of the cultural, historical and social context of drama they are in or see <input type="checkbox"/> Use theatre terminology accurately and effectively <input type="checkbox"/> Evaluate their work and that of others, supporting their comments with reasoned arguments which draw on their knowledge of theatre forms and practitioners

<p>Band 9 (Top A*)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use a very wide range of different conventions, devices and techniques to create a desired effect on an audience <input type="checkbox"/> Show subtlety as well as panache in their dramatic interpretation of texts, either as performers, directors or designers <input type="checkbox"/> Evidence of extensive and highly effective development and refinement of skills and the piece 	<ul style="list-style-type: none"> <input type="checkbox"/> Outstanding range of skills deployed in an exceptionally effective way. <input type="checkbox"/> Personal interpretation is wholly appropriate to the play as a whole, e.g. create or help others to create and sustain a range of complex characters in performance. <input type="checkbox"/> Personal interpretation is entirely sensitive to context. e.g. direct, design or stage-manage different styles of plays imaginatively and thoughtfully <input type="checkbox"/> Artistic intentions fully realised. 	<ul style="list-style-type: none"> <input type="checkbox"/> Knowledge and understanding will be demonstrated through a very clear description of the piece of practical work together with statements on all relevant areas <input type="checkbox"/> Provided knowledge and understanding through a very clear explanation of the specific skills they used to develop the piece of practical work, including research. <input type="checkbox"/> Very clear analysis of how they used the rehearsal process to improve their individual skills. <input type="checkbox"/> Demonstrate knowledge and understanding of their own or others practical work through a very clear description and analysis of the way acting skills were used <input type="checkbox"/>
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