



BMAT KS3 Level Descriptors: Drama

BMAT KS3 Level 1- 8

Level	Level Descriptor
1	<p>Devising: Students can listen to others during group discussions. Students can, when questioned, convey some simple ideas for scenes such as emotions or locations.</p> <p>Performing: Students explore voice and movement. Students can explore simple performance concepts and follow instructions.</p> <p>Evaluating: Students can comment on performances. Students demonstrate some use of key words, but this may be inconsistent.</p>
2	<p>Devising: Students can suggest ideas, but this may not be consistent. Students can practise and work cooperatively to aid the development of ideas.</p> <p>Performing: Students can start to use their voice and movement to explore characteristics. Students apply a narrow range of theatrical skills, which means there is inconsistency in the aims of their performance.</p> <p>Evaluating: Students can describe performances watched independently using key words.</p>
3	<p>Devising: Students can cooperate with a range of different students, sharing some ideas. Students can help to structure scenes and can contribute to a simple vision/intention for the performance.</p> <p>Performing: Students can use their voice and movement to create basic characters. Students begin to apply some simple theatrical skills, which sometimes realise the aims of the performance, though this may not be consistent.</p> <p>Evaluating: Students can identify successful and unsuccessful elements in a performance and apply basic drama vocabulary. Students can answer questions about and discuss performances.</p>
4	<p>Devising: Students can make significant contributions to discussions and have a clear vision for performances. Students can listen carefully and make contributions during discussions on the ideas and views of others.</p> <p>Performing: Students can be aware of what they need to communicate to the audience, and to convey some ideas clearly. Students can apply some theatrical skills, which sometimes realise the aims of the performance.</p> <p>Evaluating: Students can explain an idea clearly. They use some drama and theatre terminology in their responses. Students can produce some key points of analysis and evaluation for performances.</p>
5	<p>Devising: Students are developing confidence in their approach to performance. There are some clear references to research within their themes.</p> <p>Performing: Students can contribute to the devised piece and are developing their application of performance skills to become confident. Students can apply some theatrical skills with competence and relevance to achieve the aims of the performance.</p> <p>Evaluating: Students can convey ideas with a competent use of drama and theatre terminology and use it accurately. Students can produce a clear analysis and evaluation of performances with some clear reasons.</p>

<p>6</p>	<p>Devising: Students have a competent approach to preparing for performance. Students can draw on some research within the theme/topic using some methods of other practitioners within their work.</p> <p>Performing: Students can demonstrate a clear contribution to a performance and communicate meaning in their performance with confidence. Students can create characters. Students can often apply theatrical skills, which are effective and appropriate to achieve the aims of the performance.</p> <p>Evaluating: Students can produce competent ideas and a vision. The use of drama and theatre terminology is competent, used often and clearly. Students can produce a critical analysis and evaluation of performances, with some justification.</p>
<p>7</p>	<p>Devising: Students have confidence in preparing for performances, through drawing on shared research and exploring and demonstrating the research from other practitioners.</p> <p>Performing: Students can contribute to the devised performance and consistently and confidently communicate meaning throughout. Students can apply theatrical skills with consistency, which achieves the aims of the performance.</p> <p>Evaluating: Students can produce confident ideas and a vision. Students' use of drama and theatre terminology is clear and used confidently. Students can produce an informed critical analysis and evaluation of performances, with justifications.</p>
<p>8</p>	<p>Devising: Students perform with great confidence and can contribute to a devised performance, drawing on individual research and exploring and demonstrating the research of many other practitioners.</p> <p>Performing: Students can confidently create a developed performance demonstrating a strong communication of meaning throughout. Students can consistently apply many learned theatrical skills to a high standard, to achieve the aims of the performance.</p> <p>Evaluating: Students produce highly developed ideas and convey a confident vision. Students demonstrate a clear journey through the creative process with highly developed explanations. Students can evaluate performances and make extensive justifications and evaluations with well-informed critical analysis using terminology fluently.</p>