



ASSESSMENTS IN KEY STAGE 3 DRAMA

2025-26

KS3 Assessment Criteria Grid

	0	1	2	3	4
Vocal skills e.g., pitch, tone, pace	No evidence	Some evidence of using vocal skills	Using vocal skills mostly appropriate for character	Vocal skills are confidently used to communicate meaning	An assured use of vocal skills to communicate meaning
Physical skills e.g., movement, eye contact, gestures	No evidence	Some evidence of the use of physical skills	Using physical skills mostly appropriately	Skills are confidently used to convey a character through physicality	An assured use of physical skills to clearly communicate meaning
Role	No evidence	Some evidence of the use of a role emerging to show an intention	A fair attempt at portraying most intentions	Confident at playing a role to portray an intention	Assured at portraying the intention/ themes using role
Use of style/ techniques	No evidence	Some evidence of techniques used	Most of the techniques are used correctly	All techniques are used correctly and effectively	An assured use of all appropriate techniques to communicate meaning
Use of space on stage	No evidence	Some evidence of using the space	Using most of the space on stage	Confidently and purposefully using all the space on stage	An assured use of all the space on stage to communicate meaning

Success Criteria for Performing:

- 1)Face the audience
- 2)Speak at least once
- 3)Project your voice
- 4)Try your best

	TD4	TD6	TD8
B	<8	<10	<12
D	8	10	12
S	10	12	15
A	12	15	17

	TD4	TD6	TD8
Beginning	Stand on stage and say some lines out loud in a clear voice.	Sustain a character using appropriate physical AND vocal skill (eg body language or volume) without coming out of role.	All as 6 Secure - Characterisation communicates clear and appropriate intentions for an audience (eg ‘I want the audience to sympathise because...’)
Developing	Perform a character using appropriate physical OR vocal skill (eg body language or volume)	Same as TD4 Advanced with some considered intentions for impact on audience. Performance begins to support that of others in group.	All the above but with sophisticated performance skills that communicate intentions and support the performance of others.
Secure	Sustain a character using appropriate physical OR vocal skill (eg body language or volume) without coming out of role.	All the above - Characterisation communicates clear and appropriate intentions for an audience (eg ‘I want the audience to sympathise because...’)	All the above but with sophisticated use of performance skills to demonstrate effective understanding of naturalism and nuance. Individual Performance is integral to overall group piece.
Advanced	Sustain a character using appropriate physical AND vocal skill (eg body language or volume) without coming out of role. Characterisation communicates intentions for an	All the above but with sophisticated performance skills that communicate intentions and support the performance of others.	All the above with near faultless understanding of how performance skills can be used naturalistically to have an emotional impact on an audience.

KS3 Markbook Example

Surname Forename	*Drama Target Direction SNS Yr7 Autumn	Vocal /4	Physical /4	Role /4	Techniques /4	Stage Space /4	Total /20	Grade
Student 1	8	3	2	2	4	2	13	D
Student 2	6	4	4	2	3	2	15	A
Student 3	4	1	2	1	1	2	7	B
Student 4	6	2	3	3	2	2	12	S
Student 5	4	3	3	2	2	2	12	A

	TD4	TD6	TD8
B	<8	<10	<12
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