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| **Art****Key Stage 3 Practical Subject Skills** |
| **Developing** | **Competent** | **Highly developed** |
| **A developing ability to:** * explore some ideas through investigations.
* select and experiment with some forms of media, materials, techniques and processes.
* record ideas through drawing and/or annotation.
* present a personal response to a theme.
* understand some areas of visual language such as: colour, line, form, shape, tone, texture.
* understand some aspects of the creative process and how this leads to the creation of a series of experiments and/or a final piece.
 | **A competent ability to:** * develop ideas through investigations and an exploration of sources.
* select and experiment with an increasing range of media, materials, techniques and processes.
* record ideas with increasing skill through drawing and annotation.
* can present a personal and meaningful response to a theme.
* show a strong understanding of areas of visual language such as: colour, line, form, shape, tone, texture.
* understand the whole creative process and to successfully create a portfolio of experiments and a final piece.
 | **A highly developed ability to:** * develop ideas through purposeful investigations and a critical exploration of sources.
* effectively select and experiment with a wide range of media, materials, techniques and processes.
* independently record ideas through skilful drawing and annotation using specialist artist vocabulary.
* present a personal and meaningful response to a theme with confidence.
* show an impressive understand of areas of visual language such as: colour, line, form, shape, tone, texture.
* embrace the whole creative process and to create an impressive portfolio of experiments and a fully realised final piece.
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| **Drama** |
| **Developing** | **Competent** | **Highly developed** |
| **A developing ability to:** * apply performance and interpretative skills during the rehearsal process.
* apply relevant technical, stylistic and interpretative skills appropriate to the performance
* describe their own development of and application of skills and techniques in performance using examples of strengths and weaknesses.
 | **A competent ability to:** * apply performance and interpretative skills during the rehearsal process.
* apply relevant technical, stylistic and interpretative skills appropriate to the performance.
* explain their own development of and application of skills and techniques in performance using examples of strengths and weaknesses
 | **A highly developed ability to:** * apply performance and interpretative skills during the rehearsal process.
* apply relevant technical, stylistic and interpretative skills appropriate to the performance.
* analyse their own development of and application of skills and techniques in performance using examples of strengths and weaknesses
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| **Dance** |
| **Developing** | **Competent** | **Highly developed** |
| **A developing ability to:** * take part in teacher led activities and rehearsals with commitment, developing use of technical dance skills.
* select relationship, action, dynamic and spatial content that shows some creativity, demonstrating a simplistic understanding of choreography.
* identify, with guidance, strengths and areas to develop.
 | **A competent ability to:** * play an active role in workshops and rehearsals, showing secure use of technical dance skills.
* select and use relationship, action, dynamic and spatial content that is mostly creative, demonstrating a good understanding of choreography.
* discuss dance skills used, describing strengths and areas to develop in own work and the work of others.
 | **A highly developed ability to**: * show maturity and focus in workshops and rehearsals, applying consistent use of technical and interpretive dance skills.
* select and use relationship, action, dynamic and spatial content that is highly creative and effective, demonstrating a coherent understanding of choreography.
* evaluate strengths and areas to develop, applying feedback and showing willingness to improve dance technique and choreographic skills
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| **Music** |
| **Developing** | **Competent** | **Highly developed** |
| **A developing ability to:** * perform in time.
* use some instrument specific techniques when guided.
* compose with guidance, using some of the elements of music.
* write a short melody, following a teacher led structure.
* attempt to use some appropriate musical vocabulary.
 | **A competent ability to:** * perform with an awareness of the pulse, as a soloist and a member of an ensemble.
* show an understanding of instrument specific techniques.
* compose in a range of genres, using most of the elements of music in an appropriate way.
* write or improvise a melody showing an understanding of melodic movement.
* respond to music using appropriate musical vocabulary such as tempo, pitch, rhythm, timbre and dynamics.
 | **A highly developed ability to:** * perform showing an excellent understanding of the pulse and lead ensembles.
* be able to use instruments in an appropriate and expressive way.
* confidently compose, using the elements of music and some devices intentionally and creatively to create an atmosphere.
* create melodies that are interesting and be able to develop them, placing them within a musical structure.
* confidently deploy a range of musical terms, covering the musical elements, devices and contextual awareness
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| **Design Technology** |
| **Developing** | **Competent** | **Highly developed** |
| **A developing ability to:** * identify design possibilities
* generate ideas with limited consideration of functionality, aesthetics and innovation.
* evidence development work using a limited range of 2D/3D techniques, modelling and testing.
* use tools, materials and equipment safely.
* test some aspects of the final product and propose modifications.
 | **A competent ability to:** * identify and explore design possibilities
* generate imaginative and creative ideas with adequate consideration of functionality, aesthetics and innovation.
* evidence development work using 2D/3D techniques, modelling and testing ideas to meet project requirements.
* use tools, materials and equipment safely with some level of skill.
* Test most aspects of the final product and propose / undertake modifications.
 | **A highly developed ability to:** * identify and thoroughly explore design possibilities demonstrating excellent understanding of a problem.
* generate imaginative, creative and innovative ideas with full consideration of functionality, aesthetics and innovation.
* evidence very detailed development work using a wide range of 2D/3D techniques. Excellent modelling and testing to meet project requirements.
* use tools, materials and equipment shows a high level of skill.
* test all aspects of the final product comprehensively. Fully detailed and justified reference is made to any modifications both proposed and undertaken.
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| **Physical Education** |
| **Developing** | **Competent** | **Highly developed** |
| **A developing ability to:** * have a basic understanding of some skills and techniques
* perform some techniques specific to the sport or activity
* recognise my strengths and weaknesses and set a target to improve
* attempt most activities
 | **A competent ability to:** * demonstrate consistent control and quality in performance
* select and combine different skills appropriate to the sport
* demonstrate resilience in my learning, accept feedback and act on it
* cope with the demands of each activity
 | **A highly developed ability to:** * apply advanced techniques and perform at a high standard, regardless of the situation.
* set specific and measurable targets that successfully improve my performance.
* maintain my performance in high pressure situations
* demonstrate physical strength, speed, stamina and flexibility in activities to the highest standard.
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| **Food Preparation** |
| **Developing** | **Competent** | **Highly developed** |
| **A developing ability to:** * apply general food preparation and cooking skills.
* use the hob and oven to control temperature safely.
* follow and adapt recipes, using one or more cooking processes.
* understand ingredients, their use and how they work.
* understand and apply personal hygiene and food safety rules, including meat safety.
* understand the importance of a balanced diet.
 | **A competent ability to:** * apply general food preparation and cooking skills.
* use the hob and oven effectively to control temperature.
* follow and adapt a recipe, to make a range of dishes, using two cooking processes.
* understand ingredients and their use, including chemical and functional properties.
* understand and apply personal hygiene and food safety rules, including meat safety from purchase to cooking.
* understand the important issues around teenage health.
 | **A highly developed ability to:** * apply general food preparation and cooking skills.
* use the hob and oven safely and efficiently.
* use different methods of cooking, to excellent effect.
* cook with a range of staple foods, with increasing complexity, understanding their function and chemical properties.
* understand and apply personal hygiene and food safety rules to prevent food poisoning
* understand the importance of nutrition and healthy living.
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