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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 |
| **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. |