

## Computing Skills Descriptors

Skill level	Descriptor
<b>Developing</b>	<p>The student works through tasks with regular support. They are beginning to show resilience and independence. The student can solve problems with prompts and support. They are beginning to utilise knowledge/skills/understanding from one software package to help them learn new software.</p> <p>The student's knowledge of computing terminology is developing. Their understanding of key terminology is developing and they can use this to formulate and structure answers both verbally and in their written work. End of unit assessment scores reflect some understanding and application of the topic.</p> <p>The student can use software with help and support. The student is able to use a limited number of tools to produce well-presented pieces of work that reflect their understanding of the topic. Students are on occasion able to apply fundamental concepts and skills that meet the requirements of a task.</p>
<b>Secured</b>	<p>The student works through tasks with some support, including challenge/TIF tasks. They mostly show resilience and independence. The student can independently solve problems and find help when stuck to resolve problems and to expand their own ability. They are mostly able to utilise knowledge/skills/understanding from one software package to help them learn new software.</p> <p>The student's knowledge of computing terminology is good. Their understanding of key terminology is good and they can use this to formulate and structure answers both verbally and in their written work. End of unit assessment scores reflect effective understanding and application of the topic.</p> <p>The student can use software with some help and support. The student is able to use a range of tools to produce well-presented pieces of work that reflect their understanding of the topic. Students are able to correctly apply fundamental concepts and skills that meet the requirements of a task.</p>
<b>Mastered</b>	<p>The student works through tasks with minimal support, including challenge/TIF tasks. They consistently show resilience and independence. The student can independently solve problems and find help when stuck to resolve problems and to expand their own ability. They are always able to utilise knowledge/skills/understanding from one software package to help them learn new software.</p> <p>The student's knowledge of computing terminology is exemplary. Their understanding of key terminology is exemplary and they can use this to formulate and structure answers both verbally and in their written work. End of unit assessment scores reflect outstanding understanding and application of the topic.</p> <p>The student can use software with minimal help and support. The student is able to use a wide range of tools to produce well-presented pieces of work that reflect their understanding of the topic. Students are able to effectively apply fundamental concepts and skills that meet the requirements of a substantial task.</p>

## Art Skills Descriptors

Skill level			
Descriptor	Developing	Secured	Mastered
<b>Tone</b>	Developing skills in using light and dark tones by pressing on harder or more softly with the pencil	Competent use of the pencil to create various tones in a controlled way. Some blending from dark to light using different pressures in shading	Confident application of a wide range of tones with skilful and gradual blending from dark to light.
<b>Colour</b>	Developing skills in mixing secondary colours from primaries. Beginning to blend from one colour to another	Competent understanding of colour mixing of secondaries from primaries. Some understanding of more complex colour mixing for skin tones and greys.	Confident understanding of mixing secondary and tertiary colours, with evidence of subtle changes in ratios to create a range of hues, tones and tints. Demonstrating harmonious and contrasting colour schemes in their work.
<b>Making (Painting)</b>	Developing control with paint application. A range of different colour mixes used in a composition.	Competent control with paint application. Carefully painting around edges and beginning to blend colours.	Confident application of paint with skilful control. Blending of colours and tones to create depth and detail.
<b>Making (Clay)</b>	Developing skills in modelling to create a basic shape in clay with some additional details added.	Competent skills in realising intentions in clay from original design work. additional details are well considered and effectively applied	Confident skills in the use of clay to realise intentions . Creative use of the materials to express character in the finished piece. An understanding of different textures that can be created in clay.
<b>Creativity</b>	Developing creative ideas for homework tasks based on artists' themes with some success. Designs for clay work are beginning to show some creativity.	Competent homework based on creative ideas and use of materials. Designs for clay work make creative links to the artist studied.	Confident creative homework pieces based on artists' themes. Designs for clay work are highly creative and detailed.
<b>Composition</b>	Developing some understanding of composition with foreground and background elements included in planning a narrative painting.	Competent use of composition with some use of perspective to show depth. Foreground, Middle ground and Background are evident in planning a narrative painting.	Confident use of the rules of perspective to create a convincing composition for a narrative painting. Layering, focal point and perspective are confidently applied.

## Drama Skills Descriptors

Descriptor	Skill level		
	Developing	Secured	Mastered
<b>Vocal</b>	Attempting the use of vocal skills within the lesson.	Appropriately using vocal skills within lessons.	Effectively using a range of vocal skills to meet the needs of the performance.
<b>Physical</b>	Attempting the use of physical skills within the lesson. Attempting use of space in different ways.	Appropriately using physical skills within lessons Appropriately using the space to create setting and/or relationships	Effectively using a range of physical skills to meet the needs of the performance. Effectively and consistently using the space to reflect the setting or relationships between characters.
<b>Audience</b>	Identifying where the audience is within a performance/ rehearsal. Understanding what to look out for when providing feedback for others and what feedback means for you in Drama	Showing where the audience is practically and acting towards them to be seen and heard Identifying 'WWW's and 'EBI's for yourself and peers.	Effectively and appropriately finding moments to include the audience. Using drama terminology when providing 'WWW's and 'EBI's.

## DT (Design Technology) Skills Descriptors

Descriptor	Skill level		
	Developing	Secured	Mastered
<b>Textiles</b>	<p>Knows key pieces of Textiles equipment and how to use them</p> <p>Can explain in simple terms how to carry out some Textiles processes</p> <p>With regular support can carry out simple practical tasks with limited accuracy.</p>	<p>Knows a range of Textiles equipment and how to use them</p> <p>Can explain in detail how to carry out some Textiles processes</p> <p>Can carry out practical tasks with limited support to achieve some accuracy</p>	<p>Knows a wide range of Textiles equipment and how to use them</p> <p>Can explain in detail how to carry out a range of Textiles processes</p> <p>Can independently carry out practical tasks with a good degree of accuracy.</p>
<b>Food</b>	<p>Knows key pieces of kitchen equipment and how to use them.</p> <p>Has some understanding of healthy eating and basic nutrition.</p> <p>Can work in an organised and safe manner with some assistance</p>	<p>Knows a range of kitchen equipment and how to use them with some accuracy.</p> <p>Has a good understanding of healthy eating and nutrition.</p> <p>Works in an organised and safe manner mostly independently.</p>	<p>Knows a wide range of kitchen equipment and how to use them with precision.</p> <p>Has a thorough understanding of healthy eating and nutrition.</p> <p>Always works in a safe and independent manner.</p>
<b>Graphics</b>	<p>Can include a limited range of rendering techniques using shade, tone and texture in designs</p> <p>Requires regular assistance to produce drawings with limited accuracy</p>	<p>Can include a range of mostly appropriate rendering techniques using shade, tone and texture in designs</p> <p>Works competently with occasional assistance to produce drawings that are mostly accurate</p>	<p>Can include a wide range of appropriate rendering techniques using shade, tone and texture in designs</p> <p>Works independently and competently to accurately produce drawings</p>
<b>Resistant Materials</b>	<p>Can use equipment safely and accurately but requires regular assistance to produce a final product</p> <p>Demonstrates basic knowledge of material sources and their properties.</p>	<p>Can use equipment safely and accurately with some assistance to produce a good final product</p> <p>Demonstrates good knowledge of material sources and their properties.</p>	<p>Can use equipment safely, accurately and independently to produce a high-quality product</p> <p>Demonstrates comprehensive knowledge of materials sources and their properties</p>

## Music Skills Descriptors

Descriptor	Skill level		
	Developing	Secured	Mastered
<b>Performing</b>	<p>Perform simple melodies and accompanying patterns with limited fluency</p> <p>Perform in a group - showing a limited awareness of how the parts work together</p> <p>Limited handling of the instrument.</p>	<p>Perform music (both melodic and accompaniment) that has some technical challenges - with some fluency.</p> <p>Beginning exploit instrumental timbres and techniques.</p> <p>Perform in a group showing a basic awareness of how the parts work together.</p> <p>Starting to use elements such as dynamics to shape their playing.</p>	<p>Perform more complex material with more technical challenges (both melody and accompaniment).</p> <p>An awareness of how to exploit their chosen instrument.</p> <p>Perform independent parts in more complex textures - with a good understanding of how they fit together</p> <p>Uses dynamics and articulations to shape their performances</p>
<b>Composing</b>	<p>Produces ideas with limited development and some inconsistent use of the elements.</p> <p>Limited use of basic harmonic devices.</p> <p>Some use of standard structures</p> <p>Little sense of melodic content.</p> <p>Limited use of texture/number of tracks and contrast.</p> <p>Some misconceptions/obvious use of timbres.</p>	<p>Compositions show some use of the musical elements - basic development.</p> <p>Beginning to compose more effective parts for specific instruments.</p> <p>More developed structure.</p> <p>Basic awareness of how the parts work together.</p> <p>Can compose short melodic themes and riffs.</p> <p>Basic awareness of the intended style</p> <p>Composes short melodic themes.</p>	<p>Can compose making good use of a number of musical elements - consistent development of ideas.</p> <p>Produce exciting and original accompanying parts.</p> <p>A strong awareness of the intended style/genre.</p> <p>Beginning to write more idiomatically for a variety of instruments - some good compositions.</p> <p>Well-shaped more extensive melodic lines</p> <p>Varied and contrasting structures.</p>
<b>Appraising</b>	<p>Can identify the use of a number of musical elements</p> <p>Inconsistent use of musical terminology.</p> <p>Can evaluate music making simple reflections and judgements - with a limited understanding of context.</p>	<p>Good knowledge of a range of elements.</p> <p>Beginning to make consistent use of musical terminology and language.</p> <p>Can evaluate a range of styles demonstrating a basic knowledge of a range of musical elements and contexts - making more considered judgements.</p>	<p>Mostly accurate knowledge of the majority of the elements - appropriate and more consistent use of musical terminology.</p> <p>Can evaluate music in a number and variety of styles making critical judgements - using a good range of musical elements and making links to contexts.</p>

## PE (Physical Education) Skills Descriptors

Descriptor	Skill level		
	Developing	Secured	Mastered
<b>Aspire</b>	<p>Take part when prompted from the teacher.</p> <p>Gives their best effort some of the time but not always</p>	<p>Includes other pupils in activities when prompted by the teacher.</p> <p>Is able to support others in groups when they are finding skills/tasks difficult.</p> <p>Works really hard in all lessons to improve areas that need addressing.</p>	<p>Go out of their way to include others in activities.</p> <p>Supports those around them in developing their skills.</p> <p>Supports with organising equipment and teams without being prompted.</p> <p>Encourages others to give 100% effort.</p>
<b>Curiosity</b>	<p>Pupils are able to move in a variety of different ways in an isolated task.</p> <p>Pupils move with control and show elements of movement competency moving from one movement to another.</p> <p>Pupils can transfer some movements into a game or activity.</p> <p>Pupils answer questions when prompted but rarely ask questions about the tasks.</p>	<p>Pupils can move with efficiency in a range of ways and often combine these effectively in isolation, games and activities.</p> <p>Pupils demonstrate movement competency from one move to the next to create opportunities to improve and transfer when challenged.</p> <p>Pupils ask questions when they are unsure and try to be creative with their movements in tasks.</p>	<p>Pupils show movement competency and efficiency within all movements in all games and activities</p> <p>Pupils complete most movements with speed and control demonstrating balance in movements.</p> <p>The pupil's performance impacts positively on the outcomes of the team/group/activity.</p> <p>Pupils are always probing and trying new ideas when looking to complete tasks.</p> <p>Pupils are keen to learn by asking questions.</p>
<b>Energy</b>	<p>Pupils demonstrate the right 'energy' in lessons to support their emotional development towards others. Pupils can collaborate with other pupils in a positive manner supporting their enjoyment of PE.</p> <p>Pupils also use the 'energy' to make improvements in their basic movement skills.</p>	<p>Pupils are able to interact and support their classmates with the learning of new theory/skills. Pupils can harness the correct 'energy' to collaborate with those around them, whilst developing their own confidence in improving their ability to move in a variety of different ways.</p>	<p>Pupils are able to use the correct 'energy' to develop their performances in and around movement. Pupils are thoughtful in their discussions with adults and pupils within the lessons. As a result, pupils are able to make others feel valued and can accurately help develop their skills in finding a passion within PE/physical activity.</p>