

Art: Key Stage 3 Grade Descriptors KS3

	Analysis	Interpreting	Drawing	Mixed Media	Planning and Creativity	Analysis and Evaluation
Emerging	<ul style="list-style-type: none"> I can identify what the artist has depicted and can demonstrate understanding of fundamental media and techniques in the art work 	<ul style="list-style-type: none"> I can offer straightforward ideas about what the artist's ideas are intentions are. I can sometimes translate these ideas to my own work. 	<ul style="list-style-type: none"> I can depict basic shapes, although accuracy is not always correct. The use of variety of line and tone is limited. Shading is not always smooth, and detail and texture have been omitted. 	<ul style="list-style-type: none"> Techniques and media can be identified but control of the media is limited. The processes can be described but work outcomes can sometimes be messy. 	<ul style="list-style-type: none"> I can produce simple outcomes that demonstrate a basic understanding of the task. Creativity and designing are limited to copying rather than using imagination. 	<ul style="list-style-type: none"> I can identify what worked well in my work and suggest basic areas for improvement I can recognise simple strengths and weaknesses in my creative choices with some guidance
Developing	<ul style="list-style-type: none"> I can show clear understanding of how the artist has used their materials and choice of colours and light within their work. I know what composition is. 	<ul style="list-style-type: none"> I can contribute detailed ideas that demonstrate good understanding of mood and intention of the work. I can suggest ways to use the ideas and techniques into my own work. 	<ul style="list-style-type: none"> Accuracy of shape is generally good. Line has been applied in a variety of ways. Some attempt has been made to show a range of tone and texture. 	<ul style="list-style-type: none"> All media can be identified and can understand the correct tool for each job. Paint can be applied with control, and paint can be mixed with some accuracy. Processes are understood and work is mainly neat and accurate. 	<ul style="list-style-type: none"> I can produce an independent response which shows evidence of planning and thought process. Creativity is influenced by the artist but not directly copied. 	<ul style="list-style-type: none"> I can evaluate specific techniques and use some art terminology in my evaluation, explaining what was effective and providing reasons for improvements I can analyse how my creative choices contributed to the overall impact of my response
Meeting	<ul style="list-style-type: none"> I can show a strong understanding of how the artist has used their materials and choice of colours and light within their work, and how this affects the mood and emotions within the work. 	<ul style="list-style-type: none"> I can initiate creative discussions and respond thoughtfully to the artwork in front of me I can demonstrate clear artistic intention and ensure my work has taken influence from the work. I can use a range of composition rules in my work 	<ul style="list-style-type: none"> Accuracy of shape is confident and detailed. A wide range of tone is used showing smooth gradual shading. Texture is used with a wide range of Mark making techniques. 	<ul style="list-style-type: none"> I can use a wide range of media and processes can be described with confidence. Paint and print making techniques show good control. I demonstrate which technique and equipment to use in order to create a variety effects. 	<ul style="list-style-type: none"> I can demonstrate a thorough design process, clearly showing links to the artist. Creativity shows a mature understanding of the artist's techniques and intentions, but also demonstrates a personal interpretation. 	<ul style="list-style-type: none"> I can critically analyse my artistic choices, explaining how they supported by intentions and response to the artist. I can evaluate the overall effectiveness of my work and propose detailed improvements with clear reasoning.
Exceeding	<ul style="list-style-type: none"> I can expertly analysis both visually and critically the works of others, showing a sophisticated knowledge of materials and techniques. I can use inference skills and cross curricular links to show a mature understanding of the work. 	<ul style="list-style-type: none"> I can take a leadership role in creative discussions, ensuring high-quality artistic analysis is made. I can use influence from the artist studied and use this to create an independent and creative interpretation. 	<ul style="list-style-type: none"> I can demonstrate exceptional accuracy of shape, where perspective and 3d quality is present. Tone is applied with a wide and sophisticated control with excellent understanding of the use of sketching pencils. Texture is expressively applied with a wide range of mark making. 	<ul style="list-style-type: none"> I can demonstrate exceptional knowledge of media, tools and processes, sometimes taking on leadership roles. Media is applied with great control, accuracy and expression. Appropriate media is chosen for each individual task with accuracy and creativity. 	<ul style="list-style-type: none"> I can produce sophisticated evidence of my creative process, through visual and contextual links. Creativity is thought provoking, individual and mature. I can discuss the cultural and contextual significance of others' work, demonstrating sophisticated understanding of art. 	<ul style="list-style-type: none"> I can provide detailed analysis of complex artistic choices, evaluating their contribution to the overall artistic vision. I can evaluate the overall impact of my work and propose detailed improvements with sophisticated understanding and use of art terminology.

Drama: Key Stage 3 Grade Descriptors KS3

	Devising	Interpreting	Movement	Voice	Own Work	Work of Others
Emerging	<ul style="list-style-type: none"> I can apply basic drama techniques to create simple performances with some structure I can demonstrate understanding of fundamental theatrical conventions in my practical work 	<ul style="list-style-type: none"> I can offer straightforward ideas about plot development and character choices I can suggest basic drama techniques that would enhance a performance 	<ul style="list-style-type: none"> I can use basic movements and simple gestures during performance work. I understand that body language, posture and movement can help tell the story, though my use of space and physical expression may be limited or unclear at times. 	<ul style="list-style-type: none"> I can use my voice clearly with appropriate volume for the audience to hear. I can show basic emotions through my voice and understand that tone and pace help create character. 	<ul style="list-style-type: none"> I can identify what worked well in my performance and suggest basic areas for improvement I can recognise simple strengths and weaknesses in my creative choices with some guidance 	<ul style="list-style-type: none"> I can describe the drama techniques and performance skills used by others in their work I can comment on which elements were effective and suggest basic improvements with support
Developing	<ul style="list-style-type: none"> I can combine multiple drama techniques effectively to create well-structured performances I can show clear understanding of how theatrical conventions communicate meaning to an audience 	<ul style="list-style-type: none"> I can contribute detailed ideas that demonstrate good understanding of plot structure and characterisation I can suggest appropriate drama techniques and explain how they would improve the performance 	<ul style="list-style-type: none"> I can use a range of controlled movements and purposeful gestures that clearly support character development. I can use stage space effectively and show good awareness of how my movement affects the audience's understanding of the story. 	<ul style="list-style-type: none"> I can use different tones of voice effectively to show a range of emotions and character traits. My vocal work is becoming more detailed and controlled, with good use of pace, volume and emphasis. 	<ul style="list-style-type: none"> I can evaluate specific moments in my performance, explaining what was effective and providing clear reasons for improvements I can analyse how my creative choices contributed to the overall impact of the performance 	<ul style="list-style-type: none"> I can describe and evaluate a range of techniques used by others, explaining their effectiveness I can suggest specific improvements and justify why these changes would enhance the performance
Meeting	<ul style="list-style-type: none"> I can select and use a wide range of drama techniques skilfully to create sophisticated performances I can demonstrate clear artistic intention and ensure my work effectively communicates themes to the audience 	<ul style="list-style-type: none"> I can initiate creative discussions and respond thoughtfully to others' ideas about narrative and character development I can recommend specific drama techniques and justify how they support the dramatic intention 	<ul style="list-style-type: none"> I can use a wide range of confident and skilled movement techniques that create detailed and believable characters. I can effectively use stage positioning and gesture to create specific effects and maintain audience engagement. 	<ul style="list-style-type: none"> I can use a wide range of vocal techniques confidently to create detailed characters and convey complex emotions. My voice work is skilled and controlled, with effective use of pace, tone, volume and emphasis. 	<ul style="list-style-type: none"> I can critically analyse my performance choices, explaining how they supported the dramatic intention I can evaluate the overall effectiveness of my work and propose detailed improvements with clear reasoning 	<ul style="list-style-type: none"> I can analyse how specific techniques contributed to the themes and dramatic impact of others' work I can evaluate the artistic choices made by others and assess their effectiveness in communicating meaning
Exceeding	<ul style="list-style-type: none"> I can expertly combine advanced drama techniques to create highly effective performances with clear artistic vision I can evaluate and refine my creative choices to ensure they precisely achieve the intended dramatic impact 	<ul style="list-style-type: none"> I can take a leadership role in creative discussions, ensuring high-quality artistic decisions are made I can evaluate different approaches to plot and character development, selecting the most effective techniques for maximum impact 	<ul style="list-style-type: none"> I can demonstrate exceptional movement and physical skills with sophisticated and creative choices that enhance the performance significantly. I can use complex and precise physical techniques to create memorable characters and powerful dramatic moments that captivate the audience. 	<ul style="list-style-type: none"> I can demonstrate exceptional vocal skills with sophisticated control. My voice work shows advanced understanding of how vocal techniques create meaning and emotional depth. I can use complex vocal skills to create compelling characters and powerful dramatic effects that engages and move the audience. 	<ul style="list-style-type: none"> I can provide sophisticated analysis of my creative process, evaluating how each choice enhanced the audience experience I can critically assess the impact of my performance decisions and propose innovative approaches for future development 	<ul style="list-style-type: none"> I can provide detailed analysis of complex artistic choices, evaluating their contribution to the overall theatrical vision I can assess the cultural and contextual significance of others' work, demonstrating sophisticated understanding of drama

Music: Key Stage 3 Grade Descriptors KS3

	Instrumental	Vocal	Creating	Developing	Theoretical Knowledge	Listening/Applying
Emerging	<ul style="list-style-type: none"> I can apply basic technique and expression to create simple instrumental performances. I can perform with some accuracy and minimal fluency/confidence. 	<ul style="list-style-type: none"> I can apply basic vocal technique and expression to create simple performances. I can perform with some accuracy and minimal fluency/confidence. 	<ul style="list-style-type: none"> I can create simple melodic motifs but may not employ other elements to make the motif more complex I understand how using a variety of elements (e.g. note values and chords) can improve an initial musical idea. 	<ul style="list-style-type: none"> I can use simple/minimal musical devices/techniques to develop my musical ideas. I can use some musical devices/techniques but my compositions lack a clear style. 	<ul style="list-style-type: none"> I can identify some basic musical terminology, but may need prompting. I am beginning to understand how musical notation is used. 	<ul style="list-style-type: none"> I can identify some basic ways that musical elements/techniques are used in pieces of music I can comment on which elements were effective and suggest basic improvements with support
Developing	<ul style="list-style-type: none"> I can apply some techniques and expression to create somewhat developed instrumental performances. I can perform with overall accuracy and some fluency/ confidence. 	<ul style="list-style-type: none"> I can apply some techniques and expression to create somewhat developed instrumental performances. I can perform with overall accuracy and some fluency/confidence, including sometimes projecting my voice. 	<ul style="list-style-type: none"> I can create melodic and rhythmic motifs with some use of other elements to develop this. I can use stage space effectively and show good awareness of how my movement affects the audience's understanding of the story. 	<ul style="list-style-type: none"> I can use some musical devices/ techniques to develop my musical ideas. I can use musical devices/techniques to create compositions that somewhat suit the chosen style/genre. 	<ul style="list-style-type: none"> I understand a variety of musical terminology, including most of the musical elements. I understand how musical notation is used and can identify features of a written score. 	<ul style="list-style-type: none"> I can identify and describe ways that musical elements/techniques are used in pieces of music I am beginning to consider why certain musical elements/ features are used to portray a style, genre or story
Meeting	<ul style="list-style-type: none"> I can employ a range of musical techniques skilfully to create successful and developed instrumental performances. I can perform confidently, accurately and fluently. I can create performances that communicate the style and/or themes to the audience. 	<ul style="list-style-type: none"> I can employ a range of musical techniques skilfully to create successful and developed vocal performances. I can perform confidently, accurately and fluently, including projecting my voice. I can create performances that communicate the style and/or themes to the audience. 	<ul style="list-style-type: none"> I can create melodic, rhythmic and harmonic motifs with various use of other elements to develop this. I understand how using a variety of elements (e.g. note values and chords) can improve an initial musical idea and can apply this to my compositions effectively. 	<ul style="list-style-type: none"> I can use a variety of musical devices/ techniques to develop my musical ideas effectively. I can use musical devices/techniques to create compositions that mostly portray the chosen style/genre or story. 	<ul style="list-style-type: none"> I understand and can explain a wide range of musical terminology, including the majority of the musical elements. I understand how musical notation is used and can read musical notation I can identify some more complex features of a written score. 	<ul style="list-style-type: none"> I can analyse how and why a variety of musical elements/techniques are used in pieces of music. I can evaluate why certain musical elements/features are used to portray a style, genre or story.
Exceeding	<ul style="list-style-type: none"> I can employ a wide range of musical techniques, including more challenging techniques to create highly effective and developed instrumental performances. I can evaluate my performance choices to ensure my performances are expressive and communicate well to the audience. 	<ul style="list-style-type: none"> I can employ a wide range of vocal techniques to create highly effective and developed vocal performances. I can take a leadership role in group vocal performances, suggesting ideas and potential developments. I can evaluate my performance choices to ensure my performances are expressive and communicate well to the audience. 	<ul style="list-style-type: none"> I can create melodic, rhythmic and harmonic motifs with extensive use of other elements to develop this. I understand how using a variety of elements (e.g. note values and chords) can improve an initial musical idea and can apply this to my compositions effectively. 	<ul style="list-style-type: none"> I can use a wide variety of musical devices/ techniques to develop and extend my musical ideas effectively. My compositions show a strong understanding of how devices can be used to extend musical ideas I can use musical devices/techniques to create compositions that clearly portray the chosen style/genre or story 	<ul style="list-style-type: none"> I can identify a variety of musical terminology including most of the musical elements. I understand how musical notation is used and can read and write musical notation I can identify a variety of more complex features of a written score. 	<ul style="list-style-type: none"> I can analyse and evaluate how and why an extensive range of musical elements are used in pieces of music. I can evaluate why certain musical elements/features are used to portray a style, genre or story, demonstrating knowledge of musical styles and how musical genres have developed over time. I can assess the cultural and contextual significance of different pieces of music.