



**NORTHGATE**

*High School*

## **Year 9 Descriptors**

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Year 9 Design and Technology Descriptors

Band	Problem Analysis & Research	Designing & Planning	Practical Skills & Knowledge	Evaluation
<b>Mastering</b>	Students can use selected problem analysis and research skills to develop the direction of the project. Students can construct a client-focused and highly technical design brief and specification.	Students can use the iterative design process to develop a series of design ideas that show improvement to the style and function of the product. Students can construct a detailed plan that considers each step of the making process, realistic timing and health & safety standards.	Students can work independently, apply creative thinking, and personally enhance the quality, function or style of their final product. Excellent quality standards are maintained throughout the making process. The student can apply previous knowledge to develop new making processes to produce an excellent outcome.	Students are highly reflective and critical about how the product design or manufacture could be improved. They consider the needs of the user and can explain using their technical knowledge how future enhancements to their design could be made. Sustainability of the design is considered and reflected upon.
<b>Securing</b>	Students can combine problem analysis and research to produce a technical, detailed and client-centred design brief and specification.	Students are able to use problem analysis, research and their design specification to plan and produce high quality designs that meet the client's needs.	Students work independently to produce a high quality, fully functional outcome. High quality practical skills are shown in most areas and the overall product combines high quality function and finish.	Students identify issues with the design and are able to suggest quality and form/function development. Teacher feedback is considered and acted/reflected upon. Consideration is given to sustainability and efficiency of the making process.
<b>Developing</b>	Students use research to identify a client's needs and develop a technical design brief and specification to personalise the final product.	Students are able to develop designs/planning to improve the product's final outcome. They can draw upon sustainability and client's needs.	Students select appropriate tools and equipment and use them with confidence, skill and independence to produce a very high quality, fully functional final product.	Students identify modifications to improve the product. Feedback is used to develop the product further. Sustainability and client-centred development is presented.
<b>Emerging</b>	Students identify the needs of a client and write a technical design brief and specification.	Students design/plan products that show technical detail such as materials, sizes and construction methods.	Students use a range of tools, materials and processes to produce a very well made final product that functions fully and addresses the needs of the client.	Students identify the aspects of the product that need further development and are able to explain how this would be achieved to create a more successful product.

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Year 9 Drama Descriptors

<b>Band</b>	<b>Techniques</b>	<b>Intention</b>	<b>Evaluation</b>
<b>Mastering</b>	Students can demonstrate a thorough appreciation of techniques and dramatic style in their work to show a clear understanding.	Students demonstrate clearly their ability to create drama that considers context and impacts the audience.	Students can reflect confidently using terminology accurately and providing justification. Their solutions develop the work further.
<b>Securing</b>	Students have the ability to use techniques and work within the style of drama set by the teacher to demonstrate understanding.	Students have the ability to create drama that suits the subject matter and creates impact for the audience.	Students can evaluate and provide reasoning to show that they understand the context of their work. Students are able to provide practical solutions to develop the work further.
<b>Developing</b>	Students can combine dramatic techniques in interesting ways to make their work engaging.	Students can create drama that makes the audience think about themes and issues.	Students can evaluate their work well and know how to develop their work further.
<b>Emerging</b>	Students can use a variety of dramatic techniques in their work to make it interesting and give it structure.	Students can communicate the context of their drama clearly.	Students can describe their work and explain what was good and what needs improving.

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Year 9 Music Descriptors

Band	Performing	Composing	Listening and appraising
<b>Mastering</b>	<p><i>Performing a more difficult part</i></p> <p><i>Accuracy and intonation:</i> There are only minor errors which have no impact on the success of the performance. Performance is coherent and fluent. Intonation is secure.</p> <p><i>Ensemble skills:</i> Students perform with an excellent awareness of other parts in an ensemble, addressing issues of balance and reacting/adjusting where necessary. They use dynamics and texture effectively.</p>	<p><i>Melody and rhythm:</i> Students can compose extended melodic and/or rhythmic ideas, showing a clear sense of tonality throughout.</p> <p><i>Harmony/accompaniment:</i> Students use an extended range of chords and effective accompaniment.</p> <p><i>Use of software:</i> Students use technology with skill to enhance a composition. They experiment with the musical elements to create considerable variety.</p> <p><i>Structure/coherence:</i> The overall structure is interesting and shows imaginative use of structural devices.</p>	<p><i>Understanding:</i> Students demonstrate an excellent understanding of the elements of music and vocabulary.</p> <p><i>Use of examples/relevance:</i> Points are fully supported with examples. Relevant information regarding the question is conveyed and there are no/negligible omissions.</p> <p><i>Quality of written communication:</i> All of the skills needed to produce convincing writing are in place. Very few punctuation, spelling and/or grammar errors are found. Their work has excellent clarity and organisation. Ideas are well expressed and punctuation and paragraphing is accurate.</p> <p><i>Notation/transcription:</i> Students can transcribe and notate a melody accurately without guidance on shape.</p>
<b>Securing</b>	<p><i>Accuracy and intonation:</i> Students make a few errors which do not impact on the overall success of the performance. There are occasional hesitations. Intonation is mostly secure.</p> <p><i>Ensemble skills:</i> Students perform with a good awareness of balance and of other parts in an ensemble. Opportunities are taken to shape the performance with dynamics OR texture.</p>	<p><i>Melody and rhythm:</i> Students can compose/improvise longer melodic and/or rhythmic ideas with a good sense of shape, and use of interesting rhythms. They show clear awareness of tonal centre when creating a melody.</p> <p><i>Harmony/accompaniment:</i> Students make good use of chords/accompaniment.</p>	<p><i>Understanding:</i> Students demonstrate a good understanding of the elements of music and vocabulary.</p> <p><i>Use of examples/relevance:</i> There are some examples given to support points. Relevant information regarding the question is conveyed with only minor omissions.</p> <p><i>Quality of written communication:</i></p>

		<p><i>Use of software:</i> Students can use some more complex aspects of software, such as envelopes/dynamics, to add expression/mood to their piece.</p> <p><i>Structure/coherence:</i> The overall structure has a sense of proportion and development with good use of structural devices</p>	<p>Students' work has good clarity and organisation, although there may be some spelling errors, particularly when using Italian musical terms. Complex sentences are used and a range of punctuation is accurately employed.</p> <p><i>Notation/transcription:</i> Students can transcribe a melody with guidance on the melodic shape and identify pitches correctly with only one or two minor errors.</p>
<b>Developing</b>	<p><i>Performing a standard part</i></p> <p><i>Accuracy and intonation:</i> There are noticeable errors but the overall performance flows – it is reasonably fluent for the majority of the piece. Intonation is often secure.</p> <p><i>Ensemble skills:</i> Students can maintain an independent (undoubled) part in an ensemble. They perform with a greater awareness of other parts. There is occasional difficulty reacting and adjusting to parts and some awareness of balance.</p>	<p><i>Melody and rhythm:</i> Students can compose/improvise longer melodic or rhythmic ideas. Melodic lines have some sense of shape and there is an appropriate choice of rhythm/tempo.</p> <p><i>Harmony/accompaniment:</i> Students make simple use of chords/accompaniment.</p> <p><i>Use of software:</i> Students make competent use of music software with few misjudgements.</p> <p><i>Structure/coherence:</i> Structure is simple and clear, with students making use of appropriate structural devices.</p>	<p><i>Understanding:</i> Students demonstrate a fairly good understanding of the elements of music and musical vocabulary.</p> <p><i>Use of examples/relevance:</i> Students make little use of examples to support their written work. Relevant information regarding the question is conveyed with some omissions/missed opportunities.</p> <p><i>Quality of written communication:</i> Most of the skills needed to produce effective writing are in place. Complex sentences are used and a range of punctuation is accurately employed.</p> <p><i>Notation/transcription:</i> Students can transcribe a melody with guidance on the melodic shape. They can identify some pitches correctly.</p>
<b>Emerging</b>	<p><i>Performing a less difficult part</i></p> <p><i>Accuracy and intonation:</i> Errors interrupt the flow of the performance. Accuracy may be achieved in the more straightforward passages. Intonation is insecure but may be</p>	<p><i>Melody and rhythm:</i> Students can compose/improvise longer melodic or rhythmic ideas. Melodic lines are functional and lack real shape. Rhythmic ideas are used with little variety.</p>	<p><i>Understanding:</i> Students demonstrate a basic understanding of the elements of music and musical vocabulary.</p> <p><i>Use of examples/relevance:</i> Students make basic points that are not supported with examples. Some relevant</p>

	<p>achieved in more straightforward passages.</p> <p><i>Ensemble skills:</i> Students can perform a doubled part in an ensemble. There is difficulty reacting and adjusting to parts and little awareness of balance throughout.</p>	<p><i>Harmony/accompaniment:</i> Students can make basic use of chords with some misjudgements.</p> <p><i>Use of software:</i> Students use music software with increasing confidence. They can add envelopes and effects/techniques but there are some misjudgements.</p> <p><i>Structure/coherence:</i> Students make some attempt at structure but a sense of development may be compromised by brevity.</p>	<p>information regarding the question is conveyed but there are major omissions.</p> <p><i>Quality of written communication:</i> The skills needed to produce effective writing are mainly in place but there may be lapses in clarity. Spelling is generally accurate and basic forms of punctuation are used accurately.</p> <p><i>Notation/transcription:</i> Students find it difficult to recognise pitch, with very few pitches identified correctly.</p>
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Year 9 Physical Education Descriptors

<b>Band</b>	<b>Skill</b>	<b>Tactics</b>	<b>Analysis</b>
<b>Mastering</b>	Students can combine skills and show accuracy consistently	Students modify tactics and demonstrate adaptability consistently	Students analyse in a detailed and developed way consistently
<b>Securing</b>	Students can sometimes combine skills and they are starting to show accuracy and consistency	Students can sometimes modify tactics and demonstrate adaptability	Students can sometimes analyse in a detailed and developed way
<b>Developing</b>	Students show consistently that they can link skills and demonstrate control	Students show consistently that they can employ appropriate tactics and vary them according to need	Students show consistently that they can compare and comment on performance
<b>Emerging</b>	Students can sometimes link skills and demonstrate control	Students can sometimes employ appropriate tactics and vary them according to need	Students can sometimes compare and comment on performance