

### KS3 Invasion Games Assessment Criteria

	Performance of skills	Knowledge	Transferable learning skills
Extending	<ul style="list-style-type: none"> <li>• Performs all skills with consistency, selecting the appropriate skill for the given situation.</li> <li>• Demonstrates the application of tactics in both attack and defence for varying situations.</li> <li>• Has an influence on the game in both attack and defence.</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of a warm up that is appropriate for the given activity and explain why.</li> <li>• Apply tactics to a given situation in both attack and defence.</li> <li>• Beginning to officiate the more complex rules with confidence and accuracy.</li> <li>• Confident in labelling the majority of the major muscles in the body.</li> <li>• Beginning to name the joints used in specific sporting skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to design drills/tasks to target specific areas within a given activity.</li> <li>• Demonstrates excellent communication skills when leading a team/group and is responsive to the group dynamics.</li> <li>• Selects the most appropriate level of personal challenge. Introducing additional challenge where appropriate.</li> </ul>
Securing	<ul style="list-style-type: none"> <li>• Performs the appropriate pass to a moving player with consistency.</li> <li>• Demonstrates passing and traveling with the ball within competitive situations.</li> <li>• Performs a variety of attacking and defending moves, starting to choose the most appropriate one for a given situation.</li> <li>• Performs shooting techniques within competitive situations.</li> <li>• Beginning to apply tactics in either attack or defence.</li> </ul>	<ul style="list-style-type: none"> <li>• List all 3 phases of the warm up and able to give examples.</li> <li>• Give examples of the most effective attack and defence skills to use in a given situation.</li> <li>• Able to officiate the basic rules and give examples of more complex rules.</li> <li>• Label the skeletal muscles in the arm and legs and starting to state the action they are responsible for.</li> </ul>	<ul style="list-style-type: none"> <li>• Works collaboratively as part of a group, ensuring that they have an impact on the group dynamics and identifies an active role within the group.</li> <li>• Able to design and lead a group/team in an appropriate warm up.</li> <li>• Selects the most appropriate level of personal challenge.</li> </ul>
Developing	<ul style="list-style-type: none"> <li>• Beginning to perform the appropriate pass to a moving player.</li> <li>• Demonstrates moving with the ball in controlled pressured situations.</li> <li>• Demonstrates several ways to attack and defend against an opponent of a similar ability in controlled competitive situations.</li> <li>• Demonstrates shooting techniques within controlled pressured situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Give 2 reason why to warm up and name 2 out of the 3 phases of a warm up.</li> <li>• Give one example of an attacking skill and one example of a defensive skill.</li> <li>• Name two rules in chosen activity and explain them.</li> <li>• Label the major muscles in the arms and legs, with a little help from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Works collaboratively as part of a group, committing to positive group dynamics.</li> <li>• Selects the appropriate challenge with some guidance from the teacher.</li> </ul>
Emerging	<ul style="list-style-type: none"> <li>• Performs the main passes and beginning to select the appropriate pass for a given situation.</li> <li>• Demonstrate traveling with the ball in isolation.</li> <li>• Demonstrates one way of attacking and defending in controlled situations.</li> <li>• Performs shooting techniques in isolation.</li> </ul>	<ul style="list-style-type: none"> <li>• Give one reason why it is important to warm up before physical activity.</li> <li>• Know the difference between attack and defence.</li> <li>• To name two rules in the chosen activity.</li> <li>• Label two skeletal muscles with help from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Works collaboratively as part of a pair or small group.</li> <li>• Selects the appropriate challenge with guidance from the teacher.</li> </ul>

**fKS3 Net Games Assessment Criteria**

	Performance of skills	Knowledge	Transferable learning skills
Extending	<p>Performs all skills with consistency, selecting the appropriate skill for the given situation.</p> <p>Uses opponents' strengths and weaknesses to outwit them.</p> <p>Beginning to demonstrate the different styles of shot in relation to attack and defence.</p>	<p>Give examples of a warm up that is appropriate for the given activity and explain why.</p> <p>Understands tactical play both when attacking and defending.</p> <p>Beginning to officiate the more complex rules and explain these rules.</p> <p>Confident in labelling the majority of the major muscles in the body.</p> <p>Beginning to name the joints used in specific sporting skills.</p>	<p>Able to design drills/tasks to target specific areas within a given activity.</p> <p>Demonstrates excellent communication skills when leading a team/group and is responsive to the group dynamics.</p> <p>Selects the most appropriate level of personal challenge. Introducing additional challenge where appropriate.</p> <p>Uses creativity in their shot selection.</p>
Securing	<p>Performs the main shots in a rally, with some movement.</p> <p>Selects the appropriate shot for a given situation.</p> <p>Able to place the ball/shuttlecock to move opponent.</p> <p>Beginning to use a variety of serves to try and win the point.</p> <p>Beginning to add spin to their shots.</p> <p>Demonstrates the skills in a competitive situation.</p>	<p>List all 3 phases of the warm up and able to give examples.</p> <p>Able to identify areas for development and gives the coaching points to target these areas.</p> <p>Able to officiate the basic rules, using the correct scoring system and give examples of more complex rules.</p> <p>Label the skeletal muscles in the arm and legs and starting to state the action they are responsible for.</p>	<p>Works collaboratively as part of a group, ensuring that they have an impact on the group dynamics and identifies an active role within the group.</p> <p>Able to design and lead a group/team in an appropriate warm up.</p> <p>Selects the most appropriate level of personal challenge.</p> <p>Able to sometimes use creativity with their shot selection.</p>
Developing	<p>Performs a short rally using the main shots.</p> <p>Beginning to select the appropriate shot for a given situation.</p> <p>Performs the serve within the rules of the activity.</p> <p>Beginning to direct the ball/shuttlecock in different directions.</p> <p>Beginning to perform the skills in controlled competitive situations.</p>	<p>Give 2 reason why to warm up and name 2 out of the 3 phases of a warm up.</p> <p>Beginning to give coaching points for 2 basic shots.</p> <p>Name 2 rules regarding the serve.</p> <p>Name two rules in chosen activity and explain them.</p> <p>Able to apply the scoring system with help from the teacher.</p> <p>Label the major muscles in the arms and legs, with a little help from the teacher</p>	<p>Works collaboratively as part of a group, committing to positive group dynamics.</p> <p>Selects the appropriate challenge with some guidance from the teacher.</p> <p>Beginning to use creativity with their shot selection.</p>
Emerging	<p>Beginning to perform the main shots used in the given activity in isolation.</p> <p>Beginning to demonstrate a rally in controlled situations.</p> <p>Beginning to demonstrate a serve.</p>	<p>Give one reason why it is important to warm up before physical activity.</p> <p>Name two shots used within the activity.</p> <p>Beginning to give the coaching points for one shot with help from the teacher.</p> <p>Beginning to use the scoring system with help from the teacher.</p> <p>To name one rule in the chosen activity, with prompts from the teacher.</p> <p>Label two skeletal muscles with help from the teacher.</p>	<p>Works collaboratively as part of a pair or small group.</p> <p>Selects the appropriate challenge with guidance from the teacher.</p>

**KS3 Creativity Unit Assessment Criteria**

	Performance of skills	Knowledge	Transferable learning skills
Extending	<p>Able to improvise around different stimuli.</p> <p>Demonstrates the ability to use choreographing skills in group dances.</p> <p>Uses creative choreography to surprise the audience.</p> <p>Uses motif development in routines.</p> <p>Demonstrates more advanced movement skills.</p> <p>Performs with confidence, precision and control, to the class.</p>	<p>Give examples of a warm up that is appropriate for the given activity and explain why.</p> <p>Analyse own and others work as an individual and as a group member, showing an understanding of how skills, composition and fitness relate to the quality of a performance.</p> <p>Beginning to name the joints used in specific sporting skills.</p>	<p>Works collaboratively within a large group, identifying their role within the group.</p> <p>Works independently to produce a piece of work that shows precision, fluency and includes all the dynamics to surprise the audience..</p> <p>Able to think of different ways to complete set tasks which show high levels of creativity.</p>
Securing	<p>Demonstrates different types of movement to include more complex moves with control.</p> <p>Able to link movements together with control and fluency.</p> <p>Able to create own routine using different dynamics (levels, Speeds), in small groups.</p> <p>Begin to use simple motif development within a routine with some help from the teacher.</p> <p>Performs with confidence when performing to the class.</p>	<p>List all 3 phases of the warm up and able to give examples.</p> <p>Able to explain what is meant by motif development.</p> <p>Identify strengths and weaknesses in a performance and suggest ways to improve.</p> <p>Label the skeletal muscles in the arm and legs and starting to state the action they are responsible for.</p>	<p>Works collaboratively with a small group to produce a piece of work.</p> <p>Able to work independently to complete tasks.</p> <p>Ability to create different ideas within their piece of work.</p>
Developing	<p>Demonstrates different types of movement with some control.</p> <p>Able to link 3-4 movements together with some control.</p> <p>Demonstrates the ability to use basic choreographing skills in pairs and 3s</p> <p>Able to create own routine to include the skills above.</p>	<p>Give 2 reason why to warm up and name 2 out of the 3 phases of a warm up.</p> <p>Able to explain two basic choreographing techniques.</p> <p>Watch and compare others performing to their own performance.</p> <p>Label the major muscles in the arms and legs, with a little help from the teacher.</p>	<p>Works collaboratively with a partner or in a group of 3.</p> <p>Able to work as an individual to complete tasks set, with little support from the teacher.</p> <p>Demonstrates creativity in their partner work.</p>
Emerging	<p>Beginning to perform different types of movements.</p> <p>Beginning to use basic choreographing skills (Unison/Cannon) in pairs, with help from teacher.</p> <p>Beginning to link two movements together.</p> <p>Able to copy a simple routine.</p>	<p>Give one reason why it is important to warm up before physical activity.</p> <p>Able to pick out 1 thing they like about a specific routine.</p> <p>Able to list 2 choreographing techniques.</p> <p>Identify 2 skeletal muscles with help from the teacher.</p>	<p>Beginning to work collaboratively with a partner to produce a piece of work.</p> <p>Demonstrated working independently with support from the teacher.</p> <p>Beginning to demonstrate some creativity in their work.</p>