

Airedale Academy's KS3 Assessment Overview

At Airedale Academy, assessment is embedded into lessons in a coherent manner. Key Assessment Pieces will follow a sequence of 6-8 lessons, using a mastery-approach to teaching and learning, by which Key Assessment Pieces are used to assess the extent to which students know more and can remember more of the curriculum that has been taught specific to their age and stage of education.

Written Key Assessment Pieces will be completed in 'Silent and Independent' conditions and should assess the extent to which curriculum knowledge and skills have been grasped by students and can be reapplied. However, in some subjects such as Dance, Drama, PE and Music, Key Assessment Pieces may be collaborative and of a more practical nature and may include photographic or video evidence, a record of verbal feedback, a written evaluation and/or a written reflection. The information gleaned by the teacher through diagnostic marking and feedback will be used to close specific gaps in learning and to address misconceptions, leading to improved progress over time.

The information gained from the marking and feedback of Key Assessment Pieces, will be used to assess students' progress (relative to starting point) more holistically in terms of their grasp of the curriculum at key points of the academic year, using the identified 'Expected' and 'Enhanced' knowledge and skills listed below.

Progress will be holistically reported to students and their parents/carers, relative to starting point for that particular point of their KS3 journey, as follows: 'On Track' - making expected progress; 'Working Towards' - making less than expected progress and 'Exceeding' - making enhanced progress appropriate to their age and stage of education.

Knowledge and Skills to be embedded by the end of the academic year:	Units	Year 7		Year 8		Year 9	
		Essential	Enhanced	Essential	Enhanced	Essential	Enhanced
PERFORMANCE SKILLS							
Copy basic rhythms.	7.U1, 8.U5,						
Performs rhythms confidently in time with a group.	7.U1, 8.U5						
Improvises and composes rhythms in a range of time signatures.	8.U5						
Performs accurately with some fluency.	7.U2, 8.U1 8.U3, 9.U1, 9.U2, 9.U4						
Performs accurately and fluently on their chosen instrument.	7.U2, 8.U1, 8.U3, 9.U1, 9.U2, 9.U4						
Is able to hold own part in ensemble performance	7.U1, 8.U1,, 8.U3, 9.U1, 9.U2, 9.U4						
Can follow performance directions in a score.	8.U3, 9.U1, 9.U2						
PERFORMING - Keyboard							
Can identify the notes of a piano.	7.U2 - onwards						
Can identify the notes of a piano without support.	7.U2 - onwards						
Can perform from simple notation.	7.U2 - onwards						
Able to perform chord sequences using C major, A minor, G major on a keyboard or guitar.	7.U3, 8.U1, 8.U2, 9.U1						
Able to perform chord sequences using C major, A minor, G major on a keyboard or guitar fluently and with a range of rhythms or techniques such as broken chords or comping.	7.U3, 8.U1, 8.U2, 9.U1						
Able to perform chord sequences from a range of keys.	8.U1, 8.U2, 9.U1						

Can perform simple melodies in 1 hand position on the keyboard with accurate rhythms, pitch and fluency.	7.U2, 8.U2, 8.U3, 9.U1						
Can perform simple melodies and chords in 1 hand position on the keyboard with accurate rhythms, pitch and fluency.	7.U2, 8.U2, 8.U3, 9.U1						
Can perform longer pieces, in a range of keys with accurate rhythm, pitch and fluency.	8.U1, 8.U3, 9.U1						
Can perform pieces with a range of accompaniment styles, hand positions and piano techniques.	7.U2, 8.U1, 8.U3, 9.U1						
PERFORMING - Guitar		Essential	Enhanced	Essential	Enhanced	Essential	Enhanced
Able to perform chord sequences in different keys.	7.U3, 8.U1, 8.U2, 9.U1						
Can perform and move between simplified chords.	7.U3, 8.U1, 8.U2, 9.U1						
Can perform and move between open chords.	7.U3, 8.U1, 8.U2, 9.U1						
Can perform barre chords and extended solos.	8.U1, 9.U1						
Can perform melodies using tab.	8.U3, 8.U5, 9.U1						
Can perform from tab and chord boxes.	7.U3, 8.U1, 8.U3, 9.U1						
SINGING		Essential	Enhanced	Essential	Enhanced	Essential	Enhanced
Sing in tune with reasonable fluency and accuracy	ALL						
Sings in tune with musical expression and clear diction	ALL						
Sings with accuracy and stylistic integrity	ALL						
Sings with fluency	ALL						
Is able to hold a melody line as a soloist	ALL						
Is able to hold a harmony line in a big group	ALL						
Is able to hold a harmony line in a small group	ALL						
Uses own voice as instrument appropriate to the musical context	ALL						
COMPOSING		Essential	Enhanced	Essential	Enhanced	Essential	Enhanced
Can compose basic rhythms.	7.U1 - onwards						
Composes rhythmic pieces using call & response, unison, polyphonic and canon.	7.U1, 8.U5						
Can improvise basic rhythms.	7.U1 - onwards						
Able to compose a simple melody or chord sequence using a set structure (Ternary, Rondo, Binary, 12 bar blues)	7.U6, 8.U5, 9.U1						
Able to use a scale to compose a melody.	7.U6, 8.U5, 9.U1						
Able to compose a simple melody over a harmonic progression.	7.U6, 8.U5, 9.U1						
Able to compose chord sequences in C major	8.U1, 8.U2						
Able to compose chord sequences in a range of keys.	8.U2						
Able to compose using the techniques associated with a certain genre.	8.U2, 8.U5, 9.U1, 9.U4						

Able to develop a piece of music.	7.U6, 8.U2, 9.U1						
Confidently able to compose in a certain genre using the elements of music to develop the piece.	7.U6, 8.U2, 9.U1, 9.U4						
TECHNOLOGY		Essential	Enhanced	Essential	Enhanced	Essential	Enhanced
Able select and layer loops.	7.U5, 8.U6, 9.U5						
Able to manipulate and edit loops.	7.U5, 8.U6, 9.U5						
Know the main features of a sequencer.	7.U5, 8.U6, 9.U5						
Able to input compositional ideas into a sequencer.	8.U6, 9.U5						
Able to use technology to sequence a full composition or remix.	8.U6, 9.U5						
		Year 7		Year 8		Year 9	
Knowledge and Skills to be embedded by the end of the academic year:		Essential	Enhanced	Essential	Enhanced	Essential	Enhanced
LISTENING							
Instruments							
Identify the families of instruments	7.U4, 8.U4, 8.U5						
Identify common orchestral instruments.	7.U4, 8.U4, 8.U5						
Identify ensembles.	7.U4, 8.U4, 8.U5, 9.U1						
Rhythm							
Identify beats in a bar (2,3,4)	7.U1, 8.U4						
Write out or recognise rhythmic patterns.	7.U1, 8.U4						
Identify swing and straight rhythms.	9.U1						
Identify syncopation.	8.U5						
Harmony							
Identify primary and secondary chords.	8.U2, 9.U1						
Identify consonant and dissonant harmony.	8.U4						
Describing Music							
Describe music using some of the elements of music.	7.U4,8.U2, 8.U3, 8.U4, 8.U5, 9.U4						
Describe music using the elements of music.	7.U4, 8.U2, 8.U3, 8.U4, 8.U5, 9.U4						
Describe tempo and dynamics using basic Italian terms.	7.U4, 8.U2, 8.U3, 8.U4,8.U5, 9.U4						
Recognise music from different genres.	7.U4, 8.U2, 8.U4, 9.U1, 9.U4						

Be able to describe the musical intention of a piece of music.	7.U4, 8.U3, 8.U4, 9.U1, 9.U4						
Identify composers	7.U4, 8.U3, 8.U4, 9.U4						
Be able to describe a piece using basic musical language.	7.U4, 8.U3, 8.U4, 9.U4						
Notation							
Know the basic note values.	ALL						
Able to recognise basic musical symbols - treble clef, stave...	7.U2 - onwards						
Understand dotted rhythms.	8.U4, 9.U1						
Understand simple time signatures.	7.U1, 8.U4						
Understand compound time signatures.	8.U4						
Able to identify notes of the treble clef.	7.U2 - onwards						
Able to identify notes of the bass clef.	8.U2 - onwards						