

## Design subjects, Music and Physical Education - Subject specific assessment info for Gr 7–9

### Design subjects Art, Craft and Home Economics

#### Art

##### Visual arts

In visual arts curriculum subject of assessments are for example: Observing art and visual culture, verbal and pictorial reflection of observations and thoughts, deepening the skills of pictorial expression by expressing one's own values, interpretation of visual culture. We work with art history pieces, try out different art techniques and materials, study the basic elements of art and explore visual culture in diverse ways. Pupils use sketchbooks to make notes, sketches and to write reflections, an online reflection site is also used to turn in their artwork. Their active practicing, pictorial skills and creative approach are evaluated. 7<sup>th</sup> grade students get their final assessment because the study of visual arts ends as a compulsory subject that year.

On 7<sup>th</sup> grade color theory and basic elements of art are studied. Basic proportions and measurements, 2-point perspective and art history are learned. Some pieces of artwork and their reflections are assessed. Working skills are an important part of assessment.

Optional art goes deeper into the world of art. Active practicing, pictorial skills and creative approaches are evaluated as well as developed through different projects and practices. Different materials are explored and used in artwork. Working skills are assessed at all times.

#### Craft

The assessment of students' learning and competence in handicrafts in grades 7-9 is based on working and implementing an entire handicraft process, using tools, using manufacturing methods and working methods appropriately. The issues to be assessed also include different forms of expression (visual, material and technological expression), consideration of occupational safety, ICT skills and communal work.

[Assessment rubric for Craft](#)

#### Home Economics

Home Economics is studied in grade 7 and it can be chosen as an optional subject for grades 8-9. Home Economics lessons' goals are everyday skills such as the most common food preparation and baking methods, basic household tasks and sustainable consumption. Students are assessed on a weekly basis (jatkuva näyttö) along with written and practical tests and projects.

#### Grade 7

##### Unit 1: Hygiene and working skills in Home Economics lessons

The goal of this unit is to guide and motivate students to work hygienically, safely, and ergonomically and to guide students to acknowledge the available resources. Students show how they can work independently and, in a group, how they share the workload and use time efficiently, and how to be polite and respectful towards others. At the end of the unit, the students should know the basic kitchen measuring tools and appliances and successfully use them in baking and cooking.

## Unit 2: Clean laundry, clean home

This unit's goal is to guide students to understand the structure of daily life and culturally diverse working environments and households. Students should be able to recognize different laundry symbols and the best way to take care of textiles with different materials and care needs. After learning the basic cleaning methods and which tools and detergents to use, the students would be able to participate at home by keeping their room clean and helping with other household tasks. In baking and cooking, the students would move forward to more complex tasks.

## Unit 3: Responsible consumerism

Consumer skills, health promotion, and use of technology: Students are acting economically in home economics when selecting and using materials and considering the choices in terms of health and sustainability. Students show how they can work independently and, in a group, how they share the workload and use time efficiently.

### Grade 8

The goals of the optional Home Economics lessons are to deepen everyday life skills such as the most common methods of food preparation and baking, basic household tasks and sustainable consumption. Students will learn to work more independently and by using their creativity. In grade 8 the students will for example learn about Finnish food culture, design, and build a gingerbread house and how to plan and prepare a party.

### Grade 9

General: The goals of the optional Home Economics lessons are to deepen everyday life skills such as the most common methods of food preparation and baking, basic household tasks and sustainable consumption. Students will learn to work more independently and by using their creativity.

## Music

In OIS music is studied until the end grade of 7 and the students will be getting their final assessment at the end of this year. The focus in music is on different ways to develop one's musical skills and widen one's perspective globally. Students learn to reflect meanings in music and how one can use music as a tool in handling their emotions and experiences. Students will develop their creativity individually and in groups. Students also widen their understanding by studying music history and forming connections to the present. The main focus is in finding a role in making and consuming music.

### Gr 7

**Developing skills** – Students find a role as an active participant in creating and performing music. They learn the meaning and benefits of practicing while developing their skills in different instruments. Students also set their own learning goals. They learn to take care of their voice and to use it in a healthy way. Students learn different band instruments and practice playing in a group. They get to know different music cultures around the world and get to learn different folk music styles and instruments and different folk dances around the world.

Assessment: Band passport and practical tests. Developed skills are performed during the lessons. Students get to practice during lessons and have an option to book music classroom for music breaks.

**Active listening** – Students practice their listening skills throughout their studies in various listening tasks and learn to reflect what they hear. They learn to sort out things they hear and practice justifying their tastes in music.

Assessment: Students will write a listening journal where they reflect and justify what they have heard. In addition to this, the teacher will do ongoing assessment during all the lessons where students listen and reflect on music.

**Research** – Students get to know different music cultures and the history of music by gathering information and doing research from various sources. They learn to build connections and practice performing their knowledge to others.

Assessment: Researching pop music genres and music cultures around the world. Presentations to be done in groups. In the end students reflect on their group work. Final assessment of the project is given as a whole to the group but may also be individual if student has not participated in group work or has done significantly more or less than other members in the group.

**Music and wellbeing** – Students learn to recognize meanings of culture and music to themselves. They learn to identify how they can use music as a tool in handling their emotions and how it would support their wellbeing. Students learn how to take care of their musical environment and how to protect their hearing.

Assessment: Ongoing assessment during the lessons. Following instructions, being able to control volume in playing, taking care of safety matters and treating instruments with care. Respecting each other and creating a safe and supportive learning environment.

**Creativity** – Students find a role as a creator and performer. They learn to connect their theoretical knowledge to practice. Students learn innovative ways of performing music and create their own musical performances.

Assessment: Let's stomp –unit. Students create stomp performances in small groups and perform them to the group. They also create performances for school celebrations which is also a major part of being part of the community. In addition to this, assessment is done during all the lessons where students create and perform.

## **Physical education**

The goal of physical education is to influence students' well-being by supporting their physical, social and psychological ability to function, as well as a positive attitude towards their own body and activities.

Positive experiences and supporting an active lifestyle are important in physical education (PE). In PE, it is important that students can experience and show growth in being physically active with the help of different exercise options learnt in PE.

The components of growth to be active are physically active activities according to the age and development level of the students, learning basic motor skills and practicing physical movements.

Improving and growing as a student in PE lessons includes respectful interaction with others, responsibility, long-term self-development, recognizing and regulating emotions, and developing a positive self-image. Physical education offers opportunities for joy, bodily expression, participation, sociability, relaxation, playful competition and effort, and for helping and supporting others.

The goal of physical education is to support students' well-being, growth towards independence, participation, and to encourage health-promoting voluntary physical activity. The goals of physical education are realized by teaching and learning safely and versatilely in various indoor and outdoor learning environments.

The teaching takes into account the seasons, local conditions and the opportunities offered by the school and the environment. The teaching emphasizes working methods that maintain physical activity, cooperation, encouraging interaction and helping others, as well as mentally and physically safe activities.

### **GR 9 final assessment in PE**

The assessment of physical activity is based on the goals of physical, social and psychological functioning. The targets of the evaluation are related to learning goals and working goals. The level of physical fitness characteristics is not used as a basis for evaluation.

Versatile methods are used in the assessment so that students have the opportunity to demonstrate their best skills. Students are guided to self-assessment.

The assessment is based on the following criteria:

- Being prepared for the lesson, having sport equipment according to weather conditions and learning environment (indoor, outdoor PE). In practice, it means to have sport clothing and sport shoe wear (if that applies) to be able to comfortably take part in the lesson wherever it takes place.
- Being active in the lesson and trying different types of movement and exercises.
- Independent working skills
- Team working skills (being able to work with any student/s and being active in the group)
  - Working with a team in a game.
  - Being able to take on different roles.
  - Encouraging others and supporting their own learning and others.
  - Learning and knowing the rules of different sports and knowing how to position themselves with and without the ball.

When forming the final grade, all the goals of the physical education curriculum defined in the fundamentals of the basic education curriculum and the related final assessment criteria are considered, regardless of which grade 7, 8 or 9 the individual goal is set in the local curriculum. The final grade is an overall evaluation based on the goals and criteria of the physical education curriculum.