

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

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. 7th grade students get their final assessment because the study of visual arts ends as a compulsory subject that year.

On 7th 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. Lessons' goals are to learn 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.

Year 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.

Year 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.

Year 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 of year 7 and the students will be getting their final assessment at the end of this year. If the students choose to continue studying music as their arts and skills subject (taide-ja taitoaine) during grades 8 and 9, then they will get their final assessment at the end of grade 9.

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.

Year 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 and get to learn different folk music styles and instruments and different folk dances around the world.

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.

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.

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.

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.

The final grade (4-10) is given based on the National Curriculum's learning objectives (oppimisen tavoitteet). A higher level in one of the objectives can compensate for a weaker or failed level achieved in another. Students' grades in report cards are **not just a mathematical average of the different grades from assessments: teachers use a "pedagogical average" which corresponds to the descriptions in the Finnish curriculum** (given with the assessment task instructions)

The objectives are as follows:

Participation

T1 The student learns to act as a member of musical communities.

Musical knowledge, skills and creative production

T2 The student further develops their vocal and singing skills as a member of a music-making group.

T3 The student develops their instrumental and ensemble playing skills by playing body percussion, rhythm, melody, and chord instruments.

T4 The student expresses and explores music through musical movement (musiikkiliikunta).

T5 The student listens to and observes the sound environment and music in an engaging and meaningful way. The student is able to participate in discussions related to the topic.

T6 The student builds a creative relationship with music by improvising, arranging, and composing, as well as working in an interdisciplinary manner.

T7 The student uses information and communication technology in making and recording music as part of multidisciplinary projects.

Cultural understanding and multiliteracy skills

T8 The student examines music as an art form and learns to understand how music is used for communication and influence in different cultures.

T9 The student uses musical notation methods, concepts, and terminology in musical activities.

Safety and wellbeing in music

T10 The student recognizes the effects of music on emotions and well-being. (This objective is not assessed.)

T11 The student takes care of their hearing and ensures the safety of the music-making and sound environment.

T12 The student learns to develop their musical skills through practice, sets goals for their musical learning, and assesses their progress in relation to those goals.

All of the objectives (Ts) have corresponding criteria for different number grades. These will always be given and explained to students before starting an assessment task so that they know what the task is assessing and therefore what is expected of them. Different versatile assessment methods can include, for example, written and listening tests, playing/practical tests, creating/composing music, group-/pair work, writing tasks such as reflection and an analysis, presentations done individually, in pairs or in groups.

All assessed tasks and their results in different criteria are **marked in Wilma with grades 4-10**, and students are given feedback about the tasks. Students can also show their skills and know-how (based on the objectives) in the lessons with active participation, for example by singing, playing instruments, participating in whole class discussions, in pairs or group work etc.

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.

Year 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.

Goals (Tavoitteet)

T1 to encourage the pupil being in physically active, trying different forms of exercise, and practicing while giving his or her best effort.

T2 to guide the pupil to practice perceptual motor skills. In other words: observing himself or herself and the surroundings using different senses and making decisions appropriate for the exercise situations.

T3 to guide the pupil to develop his or her balance and locomotor skills through practice so that the pupil is able to use, combine, and apply them diversely in different learning environments, during different seasons, and in different forms of physical activity.

T4 to guide the pupil to develop his or her manipulative skills through practice so that the pupil is able to use, combine, and apply them diversely in different learning environments, using different equipment, during different seasons, and in different forms of physical activity.

T5 to encourage and guide the pupil to evaluate, maintain, and develop his or her physical fitness: strength, speed, endurance and flexibility.

T6 to strengthen the pupil's swimming and water rescue skills so that the pupil is able to both swim and rescue himself or herself and others from the water.

T7 to guide the pupil towards safe and appropriate action.

T8 to guide the pupil to work together with everyone and to regulate his or her actions and emotional expression in exercise situations, taking others into account.

T9 to guide the pupil to follow the principle of fair play and to take responsibility for shared learning situations.

Health Education

The goal of teaching Health Education is to develop students' versatile health skills. The starting point is respect for life and a dignified life in accordance with human rights. Matters related to health, well-being and safety are examined in an age-appropriate way. These include health-related information, skills, self-knowledge, critical thinking and ethical responsibility.

The teaching takes into account the physical, psychological and social factors that support and consume health, as well as the connections and cause-and-effect relationships between them. Health is examined at different stages of a person's life course, at the different life-stage of the individual, family, community and society and, where applicable, also globally.

The subject of health education is the evaluation of different areas of health knowledge. The task of assessment and feedback is to support learning and encourage students to develop their health knowledge and apply it in everyday life.

Exams, group work, self-assessment and peer feedback are used to assess the learning.

In group work, which is viewed as learning by doing, students are given a certain topic where they have to require and put together an informative text that utilizes different working methods, dealing with everyday health phenomena and taking current events into account create a foundation for learning, application of competence and the development of critical thinking and learning skills.

When forming the final grade, all the health information goals defined in the basics of the basic education curriculum and the related final evaluation criteria are considered, regardless of which grade 7, 8 or 9 the individual goal is set in the local curriculum.

Goals (Tavoitteet)

T1 to guide the student to understand the holistic nature of health, the promotion of health, and the course of life, growth, and development from a resource-oriented perspective

T2 to guide the student in developing their emotional and interaction skills, as well as their ability to act in various conflict and crisis situations

T3 to guide the student in developing self-awareness, recognizing their own values and attitudes as well as the signals of the body and mind, and regulating factors that support their behavior, learning, and studying

T4 to guide the student in reflecting on issues related to individuality, communality, and equality from the perspective of health, and to support the student's ability to make responsible decisions in interpersonal interactions

T5 to guide the student in deepening their understanding of physical, psychological, and social health, including the factors and mechanisms that strengthen or endanger them, and to support the student's ability to use related concepts appropriately

T6 to support the student's development as an informed seeker and user of knowledge related to health and illness, and to promote their ability to act appropriately in situations related to health, safety, and illness

T7 to guide the student in identifying and assessing their own health- and safety-related habits, choices, and the reasoning behind them, and to encourage the student to reflect on personal resources that are meaningful for their own health

T8 to guide the student in identifying and critically examining phenomena related to health and illness, the values and norms associated with them, and in evaluating the reliability and relevance of related information

T9 to guide the student in understanding the significance of the environment, communities, culture, and information and communication technology for health and well-being

T10 to guide the student in establishing a foundation for study, functional, and work capacity and its maintenance, as well as in describing the appropriate use of health services

T11 to guide the student in understanding and evaluating health perceptions held by the family and people and communities within their own life sphere, recognizing their significance for themselves, and forming an understanding of suitable learning methods for themselves

T12 to support the student's ability to critically evaluate communication related to health and illness, and to analyze individual rights, responsibilities, and means of influence concerning health and safety issues in their learning environment and local communities

