

AO3: Examine how time and place can influence how a text is written

AO2: Analyse language structure and effects

AO1: Identifying and interpret evidence

MASTERY ASSESSMENT FRAMEWORK

ASPIRING	EXPECTED	EXCEPTIONAL
<ul style="list-style-type: none"> • Clear topic sentence uses keywords from the question and expresses ideas. • Quotations are in quotation marks and mostly embedded into sentences. • Explanation on how the evidence supports the ideas. • Explores what the audience learns. • Explores the writer's message. • Some evidence of PEECI paragraph structure. 	<ul style="list-style-type: none"> • A variety of ideas clearly expressed in topic sentences, which uses keywords from the question. • A variety of quotations support ideas and are embedded into sentences. • Quotations are explored in detail, with clear connections to the question. • Analyses what the audience learns. • Analyses the writer's message. <p>Uses PEECI paragraph structure.</p>	<ul style="list-style-type: none"> • A wide range of ideas are confidently expressed in topic sentences. • A wide variety of evidence is identified from different points in the text, which strongly support ideas. • Quotations are securely analysed. • Close analysis of different audience reactions. • Evaluation of the writer's message. • Confidently uses all stages of the PEECI paragraph structure.
<ul style="list-style-type: none"> • Confident use of keywords from the question to explain ideas in topic sentence. • Quotations are embedded into sentence and supports ideas. • Some discourse markers are used to connect paragraphs. • Mostly identifies some language, form and structure devices. • Mostly explores how keywords, language and structural devices are used. • Mostly explores what the reader has learns. • Mostly explores the writer's message. 	<ul style="list-style-type: none"> • The topic sentence has a developed idea, which uses keywords from the question. • A range of ideas are explored. • Several quotations support ideas and are embedded into sentences. • A range in discourse markers. • Identifies language, form and structure devices, using specialist terms correctly. • Analyses how the writer uses language, form and structure devices, with some connections made between devices. • Analyses what the reader learns and zooms in on keyword choices to explore their meanings. • Analyses the writer's message. 	<ul style="list-style-type: none"> • Several insightful ideas expressed in topic sentence. • A wide variety of well-chosen quotations. • A wide variety of language, form and structure devices are identified. • A wide range of discourse markers. • Evaluates the importance of keyword choices in quotations and their different meanings. • Mostly comments on the interrelationship between language, form and structure devices. • Evaluates the writer's message and what the reader learns.
<ul style="list-style-type: none"> • Some emerging thoughtful awareness on how relevant contextual factors influence an audience's interpretation of a text. • Some explanation on how context and text are connected. • Writer intention and audience effect are linked to context. 	<ul style="list-style-type: none"> • A wide variety of contextual comments are explored. • Relevant connections are made between context and text. • Confident comments are made about writer's intention and audience effect. 	<ul style="list-style-type: none"> • An extensive variety of contextual comments are integrated into the response. • Assured exploration of the ways in which contextual information can influence the writer's choices and audience reactions. • Contextual evidence is embedded in the answer and linked to quotations.

MASTERY ASSESSMENT FRAMEWORK

ASPIRING	EXPECTED	EXCEPTIONAL
<ul style="list-style-type: none"> Commonly used words mostly spelt correctly. Capital letters and full stops are mostly correct. Some variety in vocabulary. Some sentence structure variation. Evidence of proofreading 	<ul style="list-style-type: none"> Very occasional errors in spellings, with more complex words. Capital letters, end sentence punctuation and commas are correct. A variety of complex vocabulary. Sentence structures show meaning is controlled. Evidence of proofreading, 	<ul style="list-style-type: none"> All spelling correct including complex words spelt correctly. A variety of evaluative critical vocabulary apparent. Punctuates with consistent accuracy. An assured range of sentence structures achieve effective control of meaning.
<ul style="list-style-type: none"> Expresses some challenging ideas. Developed explanation of feelings with evidence to support. Some thoughtful structure features are apparent. Mostly engage with the audience and mainly meeting their needs through presentational hooks. Listens to questions and ideas of others. And Provides answers directly with some developed responses. 	<ul style="list-style-type: none"> Expresses a wide range of challenging ideas and information to support their argument. Uses a range of vocabulary to present their feelings. Some evidence of creative organisational features within the structure of which hooks the audience. Successfully, achieves the purpose of their presentation. Listens to questions and answers with a developed responses and emerging debate is developing. 	<ul style="list-style-type: none"> Expresses a range of complex ideas. Uses appropriate ambitious vocabulary choices, which are explained to the audience. A wide variety of language features are used to emphasise main ideas and hook the audience. Creative structural choices consider audience reactions i.e. counter arguments debated to support their argument. Successfully engages and hooks audience achieves the purpose of their presentation. Listens to questions and answers with developed responses on ideas and feelings of their own and others, with sensitive debate evident.

AO6 Describe using range of vocabulary, sentence types and punctuation
AO5 Write imaginatively

MASTERY ASSESSMENT FRAMEWORK

ASPIRING	EXPECTED	EXCEPTIONAL
<ul style="list-style-type: none"> Dystopian features evident. Clear plot organisation. Purpose of the story is clear. Ideas on setting, character and events are developing. Paragraphs connect. Paragraphs are used consistently and mostly controlled throughout. Commonly used words and homophones are spelt correctly. Use of past, present or future tense is mostly accurate. Evidence that work has been proofread (edited improvements) 	<ul style="list-style-type: none"> A wide variety of dystopian features. Thoughtful plot development which sustains the reader's interest. Some challenging ideas are evident. Developed descriptions of character, setting and events. Some creative structuring of paragraphs for each narrative stage of the story. Spelling of ambitious words are mostly correct. Use of past, present or future tense is accurate. Evidence that work has been proofread (edited improvements). 	<ul style="list-style-type: none"> An extensive variety of dystopian features. A variety of complex ideas which challenge and manipulate the reader's perception of society. Creatively ambitious plot and sequencing of events. There is a development of ideas which are explored in detail and maintain the interest of the reader. Creative structuring of paragraphs to engage and control reader and reaction. All spelling is correct, including complex words. Use of past, present or future tense is crafted for effect Evidence that work has been proofread (edited improvements).
<ul style="list-style-type: none"> Some vocabulary and ACOASTMAP variety for effect. Simple, compound and complex sentences are used for effect. Some sentence opening variation. Capital letters are correct and a variety of end sentence punctuation, commas and speech marks are used accurately. Some nouns, verbs, adjectives and adverbs are purposely used to describe the characters, action and setting of the story. 	<ul style="list-style-type: none"> A wide range of well-chosen vocabulary and ACOASTMAP devices are used for effect. A range of sentence types, mid and end sentence punctuation are positioned for thoughtful effects. Varied sentence openers. Most nouns, verbs, adjectives, adverbs and prepositional phrases are deliberately used to engage the reader and describe character, setting and event. Speech punctuation is accurate and well placed. 	<ul style="list-style-type: none"> An extensive range of complex vocabulary and ACOASTMAP devices are used for effect. Confident variety of sentences types, sentence openers, mid and end sentence punctuation for effects. Effective variety of adjectives, adverbs and prepositional phrases to create an effective impression about character, setting and events. Speech punctuation is convincingly used to shape character and events.

MASTERY ASSESSMENT FRAMEWORK

	ASPIRING	EXPECTED	EXCEPTIONAL
Recall	<ul style="list-style-type: none"> I can recall and recognise key facts and words and spell some of them correctly. I can label simple diagrams 	<ul style="list-style-type: none"> I can recall key facts and words and apply them correctly to scientific descriptions/explanations. I can spell key words correctly I can recall most equations and units I can clearly label diagrams without mistakes. 	<ul style="list-style-type: none"> I can apply key facts and words to new situations correctly I can recall all equations and units for calculations
Describe	<ul style="list-style-type: none"> If I look at data or graphs, I can clearly describe basic patterns and give simple descriptions of changing patterns using some data. I can identify anomalous results. I can describe scientific processes with some mistakes and/or missing stages. I can make several simple observations in experiments and record them in a clear way I can describe a range of similarities and differences between two sets of data, diagrams, objects, concepts or conclusions using given information I can describe most of the steps of an experimental method, which could be followed to gain results. This includes: the DV and how it will be measured 	<ul style="list-style-type: none"> If I look at data or graphs, I can clearly describe changing patterns using some data. I can describe scientific processes correctly with very few errors or missing stages. I can make several observations in experiments using scientific language and record them in a scientific way I can describe most of the similarities and differences between two sets of data, diagrams, objects, concepts or conclusions using given information and my own knowledge I can describe the steps of an experimental method in a clear, logical order, which could be followed to gain valid results. This includes: the DV and how it will be measured, controls and repeats 	<ul style="list-style-type: none"> If I look at data or graphs, I can clearly describe changing patterns in detail using manipulated data. I can use trends to predict patterns in data. I can describe scientific processes in detail, linking ideas clearly. I can apply my knowledge to new situations. I can make thorough observations in experiments and record them in the most appropriate scientific way. I can suggest observations for experiments in new situations I can describe in detail most of the similarities and differences between two sets of data, diagrams, objects, concepts or conclusions using given information and my own knowledge I can describe the detailed steps of an experimental method in a clear, logical order, which could be followed to gain valid results. This includes: the range of IV tested, the DV and how it will be measured, controls and repeats
Explain	<ul style="list-style-type: none"> I can explain basic scientific ideas with some errors I can relate facts to scientific observations, with some errors. I can suggest what might be observed if variables changed in an experiment and attempt to explain this I can suggest and explain simple reasons for differences in two sets of data, diagrams, concepts or conclusions. 	<ul style="list-style-type: none"> I can explain scientific ideas without significant errors I can offer explanations and conclusions for observations. I can suggest what might be observed if variables changed in an experiment and explain this using linked scientific ideas I can suggest and explain reasons for differences in two sets of data, diagrams, concepts or conclusions using linked scientific ideas 	<ul style="list-style-type: none"> I can explain scientific ideas in detail, linking ideas clearly. I can offer justified and detailed conclusions for observations with well linked ideas. When presented with a new situation, I can suggest what might be observed if variables changed in an experiment and explain this using clearly linked scientific ideas When presented with a new situation, I can suggest and explain detailed reasons for differences in two sets of data, diagrams, concepts or conclusions using clearly linked scientific ideas I can apply my knowledge to suggest explanations in an unfamiliar situation.
Determine	<ul style="list-style-type: none"> I can: round to d.p.; calculate means (excluding anomalies) confidently and calculate % with occasional errors I can use a given equation to calculate unknown quantities by substituting numbers. I can rearrange equations with formula triangles I can plot graphs with very few errors. 	<ul style="list-style-type: none"> I can: round to d.p. and s.f.; calculate means (excluding anomalies) confidently and calculate % and % change; convert units; use standard form with occasional errors I can select the correct equation from memory and rearrange simple equations consistently to determine unknown quantities I can decide on the most appropriate graph to plot and plot it with very few errors. I can use a graph to make predictions 	<ul style="list-style-type: none"> I can: round to d.p. and s.f.; calculate means (excluding anomalies); calculate % and % change; convert units; use standard form confidently I can select the correct equation from memory and rearrange complex equations consistently to determine unknown quantities I can apply maths to new situations I can decide on the most appropriate graph to plot and plot it perfectly. I can use this to determine the gradient of the line of best fit.
Evaluate	<ul style="list-style-type: none"> I can suggest benefits and problems with methods/information. When prompted, I can use simple evidence to come to support my ideas. I can suggest ways that an investigation can be improved I can select possible sources of errors in an investigation from a list 	<ul style="list-style-type: none"> I can suggest a range of benefits and problems with methods/information. I can use scientific ideas and evidence to come to a supported conclusion I can suggest ways to improve an investigation, specific to that method. I can suggest errors in an investigation 	<ul style="list-style-type: none"> I can suggest and explain a range of benefits and problems with methods/information I have not seen before. Scientific ideas are well linked and I can use a range of evidence to come to a supported conclusion. I can suggest several ways to improve an investigation, specific to that method, and justify why the method is improved. I can correctly identify causes of systematic and random error in an investigation

MASTERY ASSESSMENT FRAMEWORK

	ASPIRING	EXPECTED	EXCEPTIONAL
Knowledge and understanding	Identify key concepts and provide some explanation to show understanding. Demonstrate limited use of subject specific vocabulary.	State and explain key concepts and give examples to show understanding. Demonstrate good use of subject specific vocabulary.	State key concepts and beliefs which are critically explain, give examples to show understanding. Demonstrate consistent, contextually accurate and appropriate use of specialist vocabulary
Religious Evidence	State or paraphrase a relevant piece of biblical text or source of authority	State and explain the meaning of a relevant piece of biblical text or source of authority	State and explain the meaning of a relevant piece of biblical text or source of authority and link it to your point
Evaluate	State and explain your opinion with reasoning	State and explain both your opinion and a counter argument with reasoning	Create one chain of reasoning, using evidence, drawing a valid conclusion
Engagement with own and others' beliefs and values	State how religious teachings and historical events and experiences can impact your life and that of other's.	Develop a reasoned response to the meaning and purpose of religious teachings that shows how they influence your and other's views.	Provide independent, well-informed, highly reasoned and examined insights into your own and others' religious beliefs, in light of religious teaching. Provide reasoned examples to show the impact religious teachings have on people's lives.

MASTERY ASSESSMENT FRAMEWORK

	ASPIRING	EXPECTED	EXCEPTIONAL
Describe	<p>You have... Given a basic or list like description. You have used very little geographical terminology.</p>	<p>You have... Described at least 2 features/characteristics. Described simple trends or relationships. Used some geographical terminology. Included evidence from the source in your description.</p>	<p>You have... Described a wider range of accurate feature/ characteristics. Described more complex trends and relationships. Used geographical terminology consistently. Manipulated evidence from the source in your description.</p>
Explain	<p>You have... Given a description for a geographical pattern or process. Given a basic explanation for a geographical pattern or process. You have used very little geographical terminology.</p>	<p>You have... Given 1 accurate reason (how and why) for a geographical pattern or process. Developed your point to make at least 1 connection.</p>	<p>You have... Given 2 or more reasons (how and why) for a geographical pattern or process. Fully developed your point to make detailed and logical connections. Support your answer with an example or evidence. Used geographical terminology consistently. Made synoptic links.</p>
Evaluate	<p>You have... Provided an unbalanced answer that does not look at both sides. Given a description of your point. Not used an example or evidence to support your point. You have not come to a judgement.</p>	<p>You have... Provided a balanced answer with at least 1 point for each side. Developed your point. Used an example or evidence to support your point. Come to a sensible judgement.</p>	<p>You have... Expressed your judgement through the weighting of your answer. Developed alternatives. Linked each point to the question. Used geographical terminology consistently. Used a clear structure. Made synoptic links.</p>

MASTERY ASSESSMENT FRAMEWORK

INTERPRETATIONS & SOURCES

ASPIRING	EXPECTED	EXCEPTIONAL
<p>Able to select and describe key features of a variety of interpretations.</p> <p>Able to explain the purpose of an interpretation.</p> <p>Makes simple statements about the relevance of the origin of an interpretation</p> <p>Inclined to regard interpretations as simply 'opinions'</p> <p>Understands the meaning of sources</p>	<p>Able to select and describe key features of a variety of interpretations.</p> <p>Able to explain the purpose of an interpretation.</p> <p>Makes simple statements about the relevance of the origin of an interpretation</p> <p>Inclined to regard interpretations as simply 'opinions'</p> <p>Can link interpretations to particular sources</p> <p>Understand that historians will look at events from different perspectives</p> <p>Can comment on the usefulness of sources</p>	<p>Can confidently handle different interpretations and are skilled at identifying the different evidence and arguments used by their creators.</p> <p>Well written using subject specific vocab</p> <p>Can use historical dates effectively</p> <p>Understands how interpretations are formed & reinforced by historical context & author</p> <p>Can comment on the usefulness of Sources & commenting on their context and underlying meaning</p> <p>Can make complex links between sources & interpretations across different time periods</p>

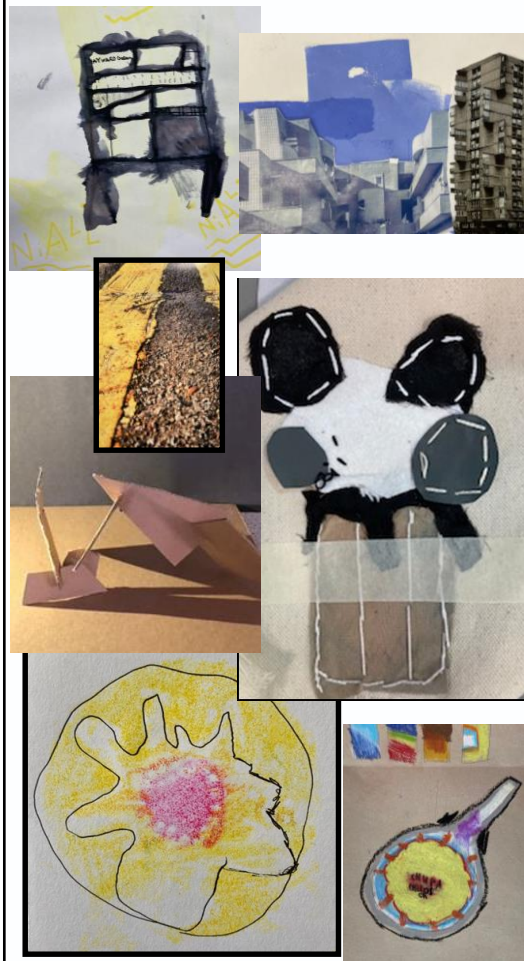
MASTERY ASSESSMENT FRAMEWORK

Design
Make
Evaluate
Technical Knowledge

	ASPIRING	EXPECTED	EXCEPTIONAL
Design	<p>You have researched using a range of different sources.</p> <p>You have completed a detailed product analysis (8 Points).</p> <p>You identify and justify detailed stakeholder requirements.</p> <p>You have sketched 2 creative design ideas linked to research and annotated them.</p>	<p>You have researched using a range of different sources.</p> <p>You have completed a detailed product analysis. Including properties and functions.</p> <p>Your detailed stakeholder requirements demonstrate creativity and development.</p> <p>You have sketched 2 creative design ideas and a final design linked to research and annotated them.</p>	<p>Your research identifies a clear theme that has been reflected on throughout the project</p> <p>You have completed a detailed product analysis. Including properties and functions. You take wider issues into account.</p> <p>Your detailed stakeholder requirements demonstrate creativity and development. They reflect the features of your final design.</p> <p>You have sketched 2 creative design ideas and a final design linked to research and annotated them. You have used models and CAD</p>
Make	<p>You have safely and confidently used equipment and techniques.</p> <p>You are able to name the equipment</p> <p>You have used a range of materials and components.</p> <p>You can name some of their properties. And explain why they are useful in your design.</p>	<p>You have safely, confidently and precisely used equipment and techniques.</p> <p>You are able to name the equipment.</p> <p>You have used a range of materials and components.</p> <p>You can name their properties. And explain why you selected them why they are suitable for your design.</p>	<p>You have safely, confidently and precisely used a wide range of equipment and techniques to produce a well finished final product.</p> <p>You have used CAM.</p> <p>You have independently selected and used a complex range of materials and components.</p> <p>You can name their properties. And explain why you selected them why they are suitable for your design.</p>
Evaluate	<p>You have recognised the work of designers and can review the design.</p> <p>You have identified some new and emerging technologies.</p> <p>You can explain their benefits and see where they can be used.</p> <p>You have tested , evaluated and refined your ideas.</p>	<p>You have analysed the work of designers and other professionals and can review their designs.</p> <p>You have identified independently some new and emerging technologies.</p> <p>You can explain their benefits and see where they can be used.</p> <p>You have thoroughly tested and refined your ideas.</p>	<p>You have expertly analysed the work of designers and other professionals and have a highly developed understanding of their work.</p> <p>You have identified independently and investigated some new and emerging technologies.</p> <p>You can explain their benefits and see where they can be used.</p> <p>You have expertly tested, evaluated and refined your ideas against your specification.</p> <p>You have developed an understanding of the responsibilities of designers.</p>
Technical Knowledge	<p>You have used more than one material, for each component, depending on its function.</p> <p>You understand the principle of leverage.</p> <p>You have successfully used a wide range of electronic components in your projects</p> <p>You can write a series of subroutines which control outputs in a variety of ways.</p>	<p>You have selected and used more than one material, for each component, depending on its function.</p> <p>You understand how moving mechanical systems like pulleys and gears can change the speed and force.</p> <p>You can build an electronic control system with a motor</p> <p>You can write and run a series of subroutines which control outputs in a variety of ways.</p>	<p>You have selected are able to justify and used more than one material, for each component, depending on its function.</p> <p>You understand how moving mechanical systems like pulleys and gears can change the speed and force and can use mathematical skill to work out ratios.</p> <p>You can build an electronic control system with a motor and can describe how the components control outputs.</p> <p>You can use a microcontroller in a circuit.</p>

MASTERY ASSESSMENT FRAMEWORK

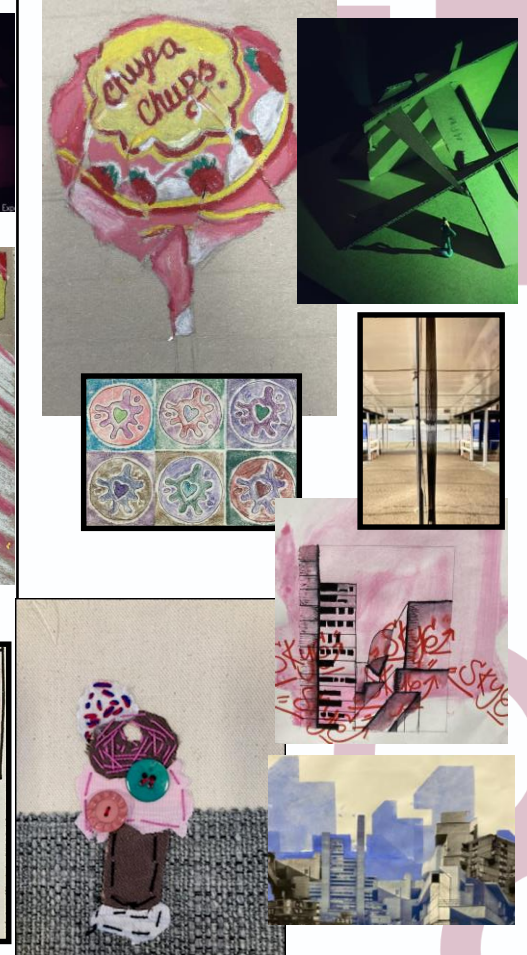
ASPIRING



EXPECTED



EXCEPTIONAL



The **FORMAL ELEMENTS** are embedded within all Schemes Of Work (shape, form, pattern, tone, colour, line, texture)

MASTERY ASSESSMENT FRAMEWORK

YEAR 9

MFL

ASPIRING	EXPECTED	EXCEPTIONAL
You are using one tense effectively to communicate in the target language.	You are using two tenses effectively to communicate in the target language.	You are communicating really well in the three time frames and can use at least three tenses.
You are able to express simple opinions in the target language using structures like c'est + adjective.	You are able to express opinions in two time frames using c'est and c'était.	You are able to use and vary opinion expressions such as a mon avis, selon moi, je pense que.
You are starting to link your personal ideas (in the je form) to produce fuller paragraphs by including connectives like et, mais, aussi.	You can produce paragraphs about yourself and other people using the je/il/elle forms of verbs and link them with a variety of connectives.	You can produce full paragraphs giving details about yourself and others (minimum three different forms of verb) which include a variety of connectives.
You are able to use a dictionary to discover the meaning of words when translating to and from the target language.	You are using a dictionary well to assist with verb conjugations and also develop individual ideas that go beyond the content in class.	You are able to use a dictionary to develop the complexity of your vocabulary by finding new connectives, verbs, nouns etc to personalise your work further.
You are starting to produce full sentences when speaking in French and use templates to achieve a good level of accuracy.	You are able to answer simple questions in French and are starting to go beyond the "minimum requirement" response.	You engage well in a simple conversation and develop answers accordingly. You can also ask questions if required.
You are growing in confidence when asked questions in class and are starting to seek opportunities to contribute in class.	You engage well in class and are able to respond when under pressure to do so. You frequently offer responses in class.	You are confident and engaged at all times in lesson and have an enquiring mind. You never fail to contribute in lessons.

MASTERY ASSESSMENT FRAMEWORK

YEAR 9

P.E.

Head

Heart

Hands

ASPIRING

- Be able to adopt a range of leadership roles with confidence (EG coach)
- Understand the importance of a healthy active lifestyle (physical, mental, social)
- Understand & create tactics across all sports
- Be able to identify strengths & weaknesses of own & others' performance
- Recognise how situations change & make reasoned decisions
- Understand key rules, violations & their consequences

- To sometimes demonstrate a hardworking attitude & effort
- Sometimes showing commitment & respect to others in team situations
- Sometimes lack motivation
- Resilience in some challenging situations
- Elements of confidence when asked to offer ideas

- Demonstrate a range of basic & some complex skills specific to the activity
- Be able to perform skills with mostly good technique
- Apply skills into challenging & competitive situations
- Demonstrate problem solving ability by applying skills into appropriate competitive situation
- Be able to sustain pace for 15 mins continuous running in a range of activities

EXPECTED

- Be able to adopt a range of leadership roles to large groups with confidence
- Be able to explain the importance of a healthy lifestyle (physical, mental, social)
- Understand, create & evaluate tactics across all sports
- Be able to describe strengths & weaknesses of performance, explaining how to improve
- Recognise how situations change & make well reasoned decisions
- Understand all rules, violations & their consequences

- To consistently demonstrate a hardworking attitude & effort
- Show commitment & respect to others in most team situations
- Be able to motivate themselves to achieve
- Demonstrate resilience when challenged
- Be confident & competent when offering ideas

- Demonstrate a range of basic & complex skills specific to the activity
- Be able to perform skills with consistent technique
- Apply skills into changing challenging & competitive situations with adaptability
- Demonstrate advanced problem solving ability by applying skills into competitive situation to excel performance
- Be able to sustain pace for 20 mins continuous running in a range of activities

EXCEPTIONAL

- Adopt range of leadership roles & adaptable styles to large groups with confidence
- Be able to teach the importance of a healthy lifestyle to others
- Understand, create, implement & evaluate tactics across all sports, highly adaptable
- Be able to describe strengths & weaknesses of performance, explaining how to improve
- Create multiple well reasoned decisions to overcome problems & changing situations
- Understand all rules, violations & their consequences. Teach in referee role.

- To consistently demonstrate an extremely hardworking attitude & effort
- Show commitment & respect to others in all team situations
- Be able to motivate themselves & others to achieve
- Consistently demonstrate resilience when challenged
- Be confident & competent when offering ideas to large groups

- Demonstrate a range of complex skills specific to the activity
- Be able to perform skills with consistently exceptional technique
- Apply skills into changing challenging & competitive situations with adaptability
- Demonstrate advanced problem solving ability by applying skills into changing competitive situations to excel
- Be able to sustain pace for 20+ mins continuous running in a range of activities

MASTERY ASSESSMENT FRAMEWORK

YEAR 9

MUSIC

TECHNOLOGY
INSTRUMENTATION
RHYTHM
Organisation of
PITCH
STRUCTURE

ASPIRING	EXPECTED	EXCEPTIONAL
<p>All topics; Control changes using tempo, dynamics or pitch Recognise repetition and contrast within musical structures</p>	<p>All topics; Work with the given structure eg Variations, verse/chorus form Recognise different sections within music; Develop a melody using techniques such as sequences</p>	<p>All topics; Develop melodies within a set structure with an understanding of the underlying elements Use key words to describe the sections within a structure</p>
<ul style="list-style-type: none"> Stepwise dictation Read sharps and flats <p>In listening tasks recognise;</p> <ul style="list-style-type: none"> rising and falling pitch major & minor keys 	<ul style="list-style-type: none"> Recognise rising, falling, Q & A and sequenced melodic phrases Dictation – leaps within an octave Read and understand the context of chromatic notes Select appropriate chords, including to achieve a mood/purpose 	<p>See 'expected' plus;</p> <ul style="list-style-type: none"> Describe melodic movement using key words Use chromatic notes in context Aural awareness – recognise intervals within an 8ve Dictation – as above
<ul style="list-style-type: none"> Working hard to play in time – all topics Regular dictation - Notate simple rhythms Identify simple time through listening 	<ul style="list-style-type: none"> Play in time – all topics Regular dictation - Notate dotted rhythms and/or semiquavers Identify simple and compound time through listening tasks 	<p>All topics;</p> <ul style="list-style-type: none"> Compose with increasing rhythmic complexity including syncopation Lead and support others to enable group rhythmic accuracy
<p>All topics;</p> <ul style="list-style-type: none"> Perform a pop song using voice or other instrument control tempo (slow/fast) & dynamics (quiet/loud) perform with accuracy list instruments playing 	<ul style="list-style-type: none"> Create a performance of Grade 3'Phantom of the Opera' on keyboard perform a part of a pop song within a group <p>All topics;</p> <ul style="list-style-type: none"> lead group performances identify features of style created through selected instruments <p>Musicals;</p> <ul style="list-style-type: none"> left hand full quaver chords 	<ul style="list-style-type: none"> Perform Canon in D using both hands playing different rhythms perform Grade 3'Phantom of the Opera' on keyboard lead and perform a part of a pop song within a group <p>All topics;</p> <ul style="list-style-type: none"> lead group performances identify features of style created through selected instruments <p>Musicals;</p> <ul style="list-style-type: none"> left hand full quaver chords
<ul style="list-style-type: none"> Notate variation with help 	<ul style="list-style-type: none"> Notate variation composition using standard sub division of beats – minim, crotchet, quaver Choose appropriate instrument for style of music 	<ul style="list-style-type: none"> Notate film compositions, controlling the elements to create mood Choose stylistically correct instrumentation and use idiomatically Notate intervals/chords and rhythms correctly

MASTERY ASSESSMENT FRAMEWORK

	ASPIRING	EXPECTED	EXCEPTIONAL
CREATING/DEVISING/ REHEARSING	<p>Explore ideas to create more detailed and developed choices.</p> <p>Use rehearsals to create a play or scene.</p>	<p>Edit and adapt your piece to include new and developed ideas.</p> <p>Use rehearsals effectively to rehearse, adapt and refine as appropriate</p>	<p>Explore and explain how certain choices impact the audience.</p> <p>Use rehearsals effectively to rehearse, adapt and refine as appropriate.</p>
PERFORMING	<p>develop relationship between performers and audience</p> <p>Create an interesting character that will communicate with and engage the audience.</p> <p>Follow the conventions of the type of theatre you are working with.</p>	<p>Create an interesting and believable character that will convey dramatic intentions to the audience and keep them engaged.</p> <p>Apply knowledge of theatrical conventions confidently to the way you perform</p>	<p>Create an interesting, believable and layered character with clear motivations that will convey dramatic intentions to the audience, keep them engaged and have impact on them.</p> <p>Apply knowledge of genre, style, theatrical conventions confidently to the way you perform</p>
ANALYSING	<p>Know the role of theatre makers including actors, choreographers, costume designer, director, lighting designer, lyricist, playwright, set designer, sound designer, stage managers and understudy</p>	<p>Know how the role of theatre makers including actors, choreographers, costume designer, director, lighting designer, lyricist, playwright, set designer, sound designer, stage managers and understudy can enhance the meaning of a performance for the audience.</p>	<p>Analyse how the role of theatre makers including actors, choreographers, costume designer, director, lighting designer, lyricist, playwright, set designer, sound designer, stage managers and understudy conveys dramatic intentions and impacts audience understanding and engagement.</p>
EVALUATING	<p>Give positive and negative feedback on a performance you've seen, evidencing your answer.</p>	<p>Give positive and negative feedback on a performance you've seen, giving detailed examples to support your answer.</p>	<p>Give positive and negative feedback on a performance you've seen, giving detailed examples to support your answer, and adding detail on context, playwright's intentions or impact on you and others.</p>

MASTERY ASSESSMENT FRAMEWORK

Problem Solving

Coding

Using Data

Presenting Information

ASPIRING	EXPECTED	EXCEPTIONAL
<ul style="list-style-type: none"> I can create a simple algorithm I can design simple algorithms using loops, and selection (IF) I can design algorithms that use repetition and two-way selection (if and else) 	<ul style="list-style-type: none"> I can use logical reasoning to predict outputs, depending on different inputs. I can create a sub-solution for each of part (decomposition) I can break down (decompose) a problem and suggest different ways of solving the problem. 	<ul style="list-style-type: none"> I recognise that problems can share the same characteristics and use the same algorithm to solve both (generalisation). I understand that some algorithms have different performance characteristics for the same task. I Use logical reasoning to explain how an algorithm works
<ul style="list-style-type: none"> I can run check and change programs if needed I can use arithmetic operators(+,-,*,/) if statements, and basic loops, within programs I can detect and correct simple errors by debugging a program. 	<ul style="list-style-type: none"> I can create programs that implement algorithms to achieve given goal I can declare, assign and use variables in a program. I can use selection statements in programs, including if, then, else statements and variables in more advanced loops. 	<ul style="list-style-type: none"> I can use a range of operators and expressions e.g. Boolean logic in a program (AND, OR, NOT)and relational operators (>,<=,etc.) within a loop to tell a program when to end. I can use nested selection statements. (IF statements within If statements) I can produce original code, detect and correct syntactical errors without help.
<ul style="list-style-type: none"> I can explain the different ways that data can communicate information I can recognise different types of data, text, number. I can recognise that data can be structured in tables to make it easier to understand. 	<ul style="list-style-type: none"> I can convert binary and hexadecimal numbers into their denary equivalent I know why sorting data in a flat file can improve searching for information. I can use filters or perform single criteria searches for information. 	<ul style="list-style-type: none"> I can perform more complex searches for information e.g. using Boolean and relational operators. I can distinguish between data used in a simple program (a variable) and the storage structure for that data. I understand how and why values are data typed in many different languages when manipulated within programs.
<ul style="list-style-type: none"> I can use technology to purposefully organise digital content. I can use a variety of software to manipulate and present digital content I can make improvements to solutions based on feedback received from others. 	<ul style="list-style-type: none"> I can collect, organise and present data and information in digital content I can create digital content to achieve a given goal through combining software packages I can make appropriate improvements to solutions based on feedback received, and can comment on their success . 	<ul style="list-style-type: none"> I can use criteria to evaluate the quality of solutions and make improvements and refinements to the solution, I can evaluate the trustworthiness of digital content and considers the usability of visual design features when designing and creating digital artifacts for a known audience I can undertake creative projects that collect, analyse, and evaluate data to meet the needs of a known user group.