End of Year 8 Objectives- English

Foundation	Intermediate	Higher
Reading Skills Identifies and describes a writer's main idea or message Identifies and describes a main point in a text Refers to a text when explaining ideas Identifies methods used by a writer	**Reading Skills** Understands a writer's main purpose and viewpoint, beginning to link to wider ideas 'Reads between the lines' of a text to make inferences Selects and includes references from the text, including quotations, to support response to text Explains how a writer uses methods to present ideas	**Reading Skills** Discusses a writer's intention and links to conceptual ideas Understands and explores how a writer creates different layers of meaning, both obvious and implicit Integrates a range of precisely chosen textual evidence, including fully embedded quotations, to support a response to text Analyses the effects of methods used by a writer
Writing Skills Produces some writing in response to purpose and audience Begins to organise writing into paragraphs around a main topic Writes in simple sentences Uses full stops and capital letters correctly	**Writing Skills** Produces extended writing to suit purpose and audience Orders writing from beginning to end using clear paragraphs with topic sentences that are developed with further detail Writes in a variety of sentence types Uses full stops, capital letters, commas and apostrophes accurately	**Writing Skills** Produces sustained writing to suit purpose, audience and formality Structures writing so ideas are sequenced with links between paragraphs and within Writes in a variety of sentence types with control and for effect Uses a full range of punctuation marks correctly and for effect
Speaking and Listening Expresses some straightforward ideas when speaking Listens and responds in a straightforward manner	**Speaking and Listening** Expresses some complex ideas in an organised way Listens and responds in some detail	**Speaking and Listening** Expresses a range of complex ideas in an organised way whilst using strategies to engage the listener Listens and responds in detail and with perception

End of Year 8 Objectives- Maths

Foundation	Intermediate	Higher
Use the four operations to solve one step problems with positive integers, fractions with the same denominator and simple decimals	Use the four operations to solve one and two step problems with positive and negative integers, fractions and decimals	Use the four operations to solve multi step problems with positive and negative integers, fractions and decimals
Solve simple linear equations, describe a sequence in words and substitute into simple expressions	Apply knowledge of linear expressions to solve one and two step equations, explain a sequence using the nth term and substitute into a formula	Apply knowledge of linear expressions to solve more complex equations, explain a sequence using the nth term and substitute into a formula
Draw and measure angles and find missing angles on straight lines, around a point, in triangles and quadrilaterals	Draw and measure angles and find missing angles on straight lines, around a point and in some polygons	Find both interior and exterior angles in polygons using formulae, find missing angles on straight lines, around a point, on parallel lines and calculate bearings
Construct and interpret bar charts and pictograms and construct pie charts	Construct and interpret a range of frequency diagrams for discrete data	
Find the average and range of a list of numbers	Compare data using an average and the range as well as outliers for ungrouped data	Construct and interpret a range of frequency diagrams for both discrete and continuous data
Calculate probabilities based on equally likely outcomes and experimental data	Calculate and understand relative frequency	Compare data using both a variety of averages and ranges as well as outliers for both grouped and ungrouped data
Plot graphs from an equation and recognise similarities and differences between the graphs and their equations	Plot real life graphs as well as graphs from algebraic equations and find gradients and y intercepts from graphs	Calculate probabilities for compound events using tree diagrams and frequency trees
Find the area and perimeter of simple 2d shapes		Plot and interpret real life graphs as well as graphs from algebraic equations and understand and use y=mx + c
Convert between fractions decimals and percentages and simplify ratios	Find the area and perimeter of compound 2d shapes	Find the area and perimeter of compound 2d shapes and the volume of 3d shapes
	Express amounts as proportions in a variety of forms including ratios and find proportions of amounts	Express amounts as proportions in a variety of forms including ratios and increase and decrease amounts by these proportions
Recognise multiples, factors and primes	Solve problems involving multiples, factors and primes	Find Highest Common factor and Lowest Common Multiple of 2 or more numbers
	Apply and combine skills to solve a range of familiar problems	
Apply skills to solve familiar problems		Select, apply and combine skills to solve problems

End of Year 8 Objectives- Science

Foundation	Intermediate	Higher
Carry out experiments safely, recording results	Draw conclusions from experiments	Evaluate experiments to include limitations and improvements
Recognise scientific concepts	Recall scientific concepts from cues	Unaided recall of concepts
Describe scientific theories	Explain scientific theories	Evaluate and make links between scientific theories
Describe trends in data and draw graphs	Construct appropriate graphs and form conclusions	Use mathematical calculations to evaluate data and graphs
Use appropriate scientific equipment correctly to make accurate measurements	Carry out repeats and calculate averages	Compare data sets to determine reproducibility of results
Write short, correct responses	Explain processes in detail using scientific terminology	Write extended responses backed up by evidence

End of Year 8 Objectives- MFL

Foundation	Intermediate	Higher
Listening Can understand 50% of spoken language.	**Listening** Can understand 70% of spoken language.	**Listening** Can understand at least 85% of spoken language.
Reading Can understand 50% of written language.	**Reading** Can understand 70% of written language.	**Reading** Can understand at least 85% of written language.
Writing Is able write 40 words in target language using simple structures, an opinion phrase and one tense.	**Writing** Is able write 90 words in target language using varied structures, connectives and 2 time frames.	**Writing** Is able write 90 words in target language using complex structures, a range of connectives and at least two time frames.
Speaking Can respond to most questions in the TL, sometimes using full sentences and giving an opinion.	**Speaking** Can respond to most questions in the TL, using full sentences, giving opinions with clear pronunciation.	**Speaking** Can respond to a range of questions in the TL, using full sentences, giving justified opinions with clear pronunciation.
Vocabulary Consistently scoring 50% or above on the vocab challenges	**Vocabulary** Consistently scoring 70% or above on the vocab challenges	**Vocabulary** Consistently scoring 85% or above on the vocab challenges

End of Year 8 Objectives- History

Foundation	Intermediate	Higher
Describe a feature/event using 2-3 sentences.	Describe a feature/event using 4-5 sentences.	Describe a feature/event using 4-5 sentences and 2-3 key words.
Explain a reason using 2-3 sentences.	Write a paragraph explaining a reason using 4-5 sentences supported by one piece of evidence.	Write at least one paragraph explaining a reason using 7-8 sentences supported by two pieces of evidence.
Reach a judgement.	Reach a clear judgement with recognition of a counter argument.	Write a JEON conclusion
Infer (what the source shows you) a detail from a source.	Infer two details from a source.	Infer 2 details from multiple sources.
Explain a source's usefulness based on its content (what's in it).	Explain a source's usefulness based on its provenance (where it's from).	Explain a source's usefulness based on contextual knowledge (what you know that might support or challenge what's in the source.
Independently find out at least 5 different facts about a new topic and write them in your own words.	Independently find out at least 10 different facts about a new topic and write them in your own words.	Independently find out at least 15 different facts about a new topic and write them in your own words using more than one source of information.

End of Year 8 Objectives- Geography

Foundation	Intermediate	Higher
Pupils will be able to **locate** and name the world's continents and oceans; and locate some countries in Europe and Africa	Pupils will be able to **describe the location** of name the world's continents and oceans and some countries – the UK and beyond, using geographical language (compass points, proximity to other places, lines of latitude, hemispheres)	**Categorise geographic concepts** into 'social, economic and environmental'
Categorise and describe human and physical features of localities	**Describe** in detail – **using features and adjectives** - the human and physical features of a variety of places	**Explain further** the link between human and physical features of places – using 'another reason', 'furthermore'
Know how to **use basic map skills**	Categorise geographic concepts into social and environmental	**Evaluate geographic concepts** – presenting evidence to show the extent to which a geographic pattern exists using 'however', 'on the other and', 'although'
Use **new geographical terminology**	**Analyse patterns** in physical and human geography and the links between	
Give examples of how we can live in a **sustainable** way	**Explain geographic concepts** using 'this is because', 'this means that', 'so', 'as'	**Use specific geographic detail and language** to describe and explain concepts.
Use evidence to back up answers	**Define term sustainability** and describe how we can live our lives more sustainably in a variety of ways	**Use the term 'sustainable'** in a variety of geographic settings

End of Year 8 Objectives- Computer Science

Foundation	Intermediate	Higher
Online Safety I am improving my confidence in my use of computer technology. I can usually use a range of ways to use technology safely, respectfully, responsibly and securely, and know how to report concerns	**Online Safety** I am fairly confident in my use of computer technology. I can usually use a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns	**Online Safety** I am confident in my use of computer technology. I understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns
Creative I can usually choose the most appropriate software for a task, and can present information for a named audience. I can usually save my flies on the network with appropriate file names. I can send respectful emails to other people.	**Creative** I am usually confident in my choice of the most appropriate software for a task, and can present information for a named audience. I save my flies on the network with appropriate file names. I can send respectful emails to other people. I can critique digital content for credibility and apply techniques to identify whether or not a source is credible	**Creative** I can confidently choose the most appropriate software for a task, and present information for a named audience. I save my flies on the network with appropriate file names. I can send respectful emails to other people. I can critique digital content for credibility and apply techniques to identify whether or not a source is credible.
Computer Systems and Networks I can describe some functions of the hardware components used in computing systems. I can describe what a computer network is.	**Computer Systems and Networks** I can describe some functions of the hardware components used in computing systems and how they work together in order to execute programs. I can describe what a computer network is and how data is transmitted across a network. I can confidently explain the difference between the internet, its services and the WWW.	**Computer Systems and Networks** I can describe the function of the hardware components used in computing systems and how they work together in order to execute programs. I can confidently describe what a computer network is and how data is transmitted across a network. I can confidently explain the difference between the internet, its services and the WWW.
Programming I can describe what a program is. I can use scaffolded help to use a text-based programming language to solve some computational problems. With help I can locate and sometimes correct common syntax errors.	**Programming** I can describe what algorithms and programs are and how they differ. I can use a text-based programming language to solve some of computational problems. I can locate and sometimes correct common syntax errors.	**Programming** I can confidently describe what algorithms and programs are and how they differ. I can use a text-based programming language to solve a variety of computational problems. I can locate and correct common syntax errors.
Representing With help I can demonstrate the use of logic gates to construct logic circuits.	**Representing** I can describe the NOT, AND, and OR logical operators, and how they are used to form logical expressions. I can demonstrate the use of logic gates to construct logic circuits.	**Representing** I can confidently describe the NOT, AND, and OR logical operators, and how they are used to form logical expressions. I can demonstrate the use of logic gates to construct logic circuits, and associate these with logical operators and expressions I can make the connection that, since hardware is built out of logic circuits, data and instructions need to be represented using binary digits

End of Year 8 Objectives- Ethics and Philosophy

Foundation	Intermediate	Higher
To be **informed** and have **basic knowledge** about religions, worldviews, philosophical theories and approaches to ethics. To be able to recall key beliefs, people and practices	**Specific knowledge** (informed) of individual religions including Judaism, Christianity, Islam, Hinduism, Buddhism and Sikhism. **Specific knowledge** of non-religious worldviews including Humanism and Agnosticism.	More **developed and specific knowledge** of lesser known world-views e.g. Shinto, Zoroastrianism, Scientology, Neo-Paganism, Cartesian scepticism and existentialism
Understanding of the role of religion and worldviews and how these can affect the lives and experiences of those who subscribe to such views. You can say how religion and worldviews helps people feel a 'connection'.	Understanding how key beliefs and practices **link** to ideas such as 'connection', **hope**, **truth**, **justice**, **community** and **morality**. Beginning to understand the **reasons for diversity** across religions and worldviews.	Understanding of the **similarities and difference between and <u>within</u> religions**. A recognition of the 'fuzzy' boundaries/definitions of concepts such as God, Truth and religion.
Empathy to be able to view things from a perspective different to your own. This means you will be able to say how you think others feel and what they will be thinking about in specific situations.	Empathy to be able to **view things from a perspective different to your own**. Accurate knowledge will lead you to be able to make **informed and sensitive judgements** about what others may think/feel in certain situations.	An ability to empathise with a **variety of different perspectives** whilst using accurate knowledge to make informed judgements about how people think/feel.
Justified to be able to give clear and relevant reasons to support your own personal judgments on the issues that we study in religion, philosophy and ethics. E.g. 'What is religion?', 'What does it mean to be British?', 'Why should we study beliefs we personally disagree with?', 'What is God?', 'What is Truth?'	Justification of your own views giving **detailed reasons** and showing some thought about **different interpretations/points of view**	You give **detailed justifications** for your own responses and are able to show **careful evaluation** based upon accurate knowledge and clear understanding.
Mature and **sensitive** responses to the different views and issues that we study. You are able to listen to others and show respect. You recognise that it is ok to disagree with each other.	Maturity/sensitivity shown through your ability to have **constructive discussions** with those who you disagree with. You are **careful not to misrepresent** the views of others and you are able to **disagree respectfully** and **using appropriate language**.	Mature responses based on clear knowledge and understanding (which allows for **deeper and more informed discussion**) of how important religions and worldviews are to those who subscribe to them. You are sensitive to the views of others while being careful to express your own views using appropriate language.

End of Year 8 Objectives- Graphics

Foundation	Intermediate	Higher
Research a given theme/product/artist/designer and be able to analyse it using exemplar work to help you.	**Research** a given theme/product/artist/designer and be able to analyse it including some of their open opinions/views.	**Research** a given theme/product/artist/designer and be able to analyse it in detail including their open opinions/views.
Ideas: generate some ideas for a given brief using colour and simple annotation.	**Ideas:** generate a range of ideas for a given brief using some different presentation techniques including use of colour and annotation.	**Ideas:** generate a range of ideas for a given brief using a range of presentation techniques (2D and 3D as appropriate) including use of colour and annotation which includes explanation not just labels.
Development of ideas: be able to develop ideas to make a final design.	**Development of ideas**: be able to develop and refine ideas to make a final design.	**Development of ideas**: be able to develop and refine ideas in 2D or using 3D models to make a final design.
Realising/Making: to produce a basic final prototype model safely using some appropriate tools and materials, with extra support.	**Realising/Making:** to produce a good final prototype model safely using some appropriate tools and materials.	**Realising/Making:** to produce a final prototype model skilfully and safely using the appropriate tools and materials.
Evaluation: be able to evaluate your own work using the given mark scheme.	**Evaluation:** be able to evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.	**Evaluation:** be able to critically evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.
Be able to use the following tools and equipment safely: - Craft knife and paper scissors - Adobe Photoshop (paint bucket, magic wand tool, lasso tool, gradient tool, text tool) - Google Classroom / Google Slides	**Be able to use the following tools and equipment safely and accurately:** - Craft knife and paper scissors - Adobe Photoshop (paint bucket, magic wand tool, lasso tool, gradient tool, text tool) - Google Classroom / Google Slides	**Be able to use the following tools and equipment safely and accurately:** - Craft knife and paper scissors - Adobe Photoshop (paint bucket, magic wand tool, lasso tool, gradient tool, text tool) - Google Classroom / Google Slides

End of Year 8 Objectives- Textiles

Foundation	Intermediate	Higher
Research a given theme/product/artist/designer and be able to analyse it using exemplar work to help you.	**Research** a given theme/product/artist/designer and be able to analyse it including some of their open opinions/views.	**Research** a given theme/product/artist/designer and be able to analyse it in detail including their open opinions/views.
Ideas: generate some ideas for a given brief using colour and simple annotation.	**Ideas:** generate a range of ideas for a given brief using some different presentation techniques including use of colour and annotation.	**Ideas:** generate a range of ideas for a given brief using a range of presentation techniques (2D and 3D as appropriate) including use of colour and annotation which includes explanation not just labels.
Development of ideas: be able to develop ideas to make a final design.	**Development of ideas:** be able to develop and refine ideas to make a final design.	**Development of ideas:** be able to develop and refine ideas in 2D or using 3D models to make a final design.
Realising/Making: to produce a basic final prototype model safely using some appropriate tools and materials, with extra support.	**Realising/Making:** to produce a good final prototype model safely using some appropriate tools and materials.	**Realising/Making:** to produce a final prototype model skilfully and safely using the appropriate tools and materials.
Evaluation: be able to evaluate your own work using the given mark scheme.	**Evaluation:** be able to evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.	**Evaluation:** be able to critically evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.
Be able to use the following tools and equipment safely: - Sewing machine (threading and sewing following a line), needle and thread, fabric scissors, quick unpick.	**Be able to use the following tools and equipment safely and accurately:** - Sewing machine (threading and sewing following a line), needle and thread, fabric scissors, quick unpick.	**Be able to use the following tools and equipment safely and accurately:** - Sewing machine (threading and sewing following a line), needle and thread, fabric scissors, quick unpick.
Be able to identify the following materials: Felt, cotton, thread, polyester	**Be able to identify the following materials:** Felt, cotton, thread, polyester	**Be able to identify the following materials:** Felt, cotton, thread, polyester

End of Year 8 Objectives- Product Design

Foundation	Intermediate	Higher
Research a given theme/product/artist/designer and be able to analyse it using exemplar work to help you.	**Research** a given theme/product/artist/designer and be able to analyse it including some of their open opinions/views.	**Research** a given theme/product/artist/designer and be able to analyse it in detail including their own opinions/views.
Ideas: generate some ideas for a given brief using colour and simple annotation.	**Ideas:** generate a range of ideas for a given brief using some different presentation techniques including use of colour and annotation.	**Ideas:** generate a wide range of ideas for a given brief using a range of presentation techniques (2D and 3D as appropriate) including use of colour and annotation which includes explanation not just labels.
Development of ideas: be able to develop ideas to make a final design.	**Development of ideas**: be able to develop and refine ideas to make a final design.	**Development of ideas**: be able to develop and refine ideas in 2D or using 3D models to make a final design.
Realising/Making: to produce a basic final prototype model safely using some appropriate tools and materials, with extra support.	**Realising/Making:** to produce a good final prototype model safely using some appropriate tools and materials.	**Realising/Making:** to produce a final prototype model skilfully and safely using the appropriate tools and materials.
Evaluation: be able to evaluate your own work using the given mark scheme.	**Evaluation:** be able to evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.	**Evaluation:** be able to critically evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.
Be able to use the following tools and equipment safely: - Coping saw, tenon saw, fret saw, pillar drills, belt sander, abrasive papers, files, rasps - 2D Design Tools (2D CAD) and Autodesk Inventor (3D CAD)	**Be able to use the following tools and equipment safely and accurately:** - Coping saw, tenon saw, fret saw, pillar drills, belt sander, abrasive papers, files, rasps - 2D Design Tools (2D CAD) and Autodesk Inventor (3D CAD)	**Be able to select and use the following tools and equipment safely and accurately:** - Coping saw, tenon saw, fret saw, pillar drills, belt sander, abrasive papers, files, rasps - 2D Design Tools (2D CAD) and Autodesk Inventor (3D CAD)
Be able to identify most of the following materials: MDF, Plywood, Acrylic and modelling materials such as Styrofoam and cardboard	**Be able to identify most of the following materials:** MDF, Plywood, Acrylic and modelling materials such as Styrofoam and cardboard	**Be able to identify the following materials:** MDF, Plywood, Acrylic and modelling materials such as Styrofoam and cardboard

End of Year 8 Objectives- Food

Foundation	Intermediate	Higher
Research a given theme and be able to analyse it using exemplar work to help you.	**Research** a given theme and be able to analyse it in detail including some of their open opinions/views.	**Research** a given theme/product/artist/designer and be able to analyse it in detail including their open opinions/views.
Realising/Making: to produce a final dish safely using tools and ingredients.	**Realising/Making:** to produce a final dish safely using the appropriate tools and ingredients.	**Realising/Making:** to produce a final dish skilfully and safely using the appropriate tools and ingredients.
Evaluation: be able to evaluate your own work using the given mark scheme.	**Evaluation:** be able to evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.	**Evaluation:** be able to critically evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.
Knowledge of Nutrition: understand the basic principles of nutrition and health (Eatwell guide).	**Knowledge of Nutrition:** broadly understand and apply most of the principles of nutrition and health (Eatwell guide).	**Knowledge of Nutrition:** understand and apply the principles of nutrition and health (Eatwell guide).
Cook, with support, a repertoire of predominantly savoury dishes so that the students are able to feed themselves and others a healthy and varied diet	**Cook,** with some support, a repertoire of predominantly savoury dishes so that the students are able to feed themselves and others a healthy and varied diet	**Cook** a repertoire of predominantly savoury dishes so that the students are able to feed themselves and others a healthy and varied diet
Be able to use the following equipment hygienically and safely: - Cooker, hob, kitchen knives, tin opener, vegetable peelers, graters	**Be able to use the following equipment hygienically and safely:** - Cooker, hob, kitchen knives, tin opener, vegetable peelers, graters	**Be able to use the following equipment hygienically and safely:** - Cooker, hob, kitchen knives, tin opener, vegetable peelers, graters

End of Year 8 Objectives- Art and Design

Foundation	Intermediate	Higher
Drawing To be able to show some level of accuracy in observational drawing. Showing some use of line, tone , texture and proportion	**Drawing** To be able to show a good level of accuracy in observational drawing. Showing good use of line, tone , texture and proportion	**Drawing** To be able to show a high level of accuracy in observational drawing. Showing accurate use line, tone, texture and proportion
Painting To be able to show some accuracy in observational Painting. Show some colour mixing, blending and paint application.	**Painting** To be able to show a good level of accuracy in observational Painting. Show good colour mixing, blending and paint application.	**Painting** To be able to show a high level of accuracy in observational Painting. Show accurate colour mixing, blending and paint application.
Design and presentation To be able to show some creativity in design work. Work is presented with some care.	**Design and presentation** To be able to show a good level of creativity in design work. All work is presented with care.	**Design and presentation** To be able to show a high level of creativity in sustained design work. All work is presented with great care.
Model making To be able to manipulate plasticine to create a 3D model with some skill. Some use of modelling materials and techniques.	**Model making** To be able to manipulate plasticine to create a 3D model with a good level of skill. Good use of modelling materials and techniques.	**Model making** To be able to manipulate plasticine to create a 3D model with a high level of skill. Excellent use of modelling materials and techniques.
Research A given theme/artist/ and be able to analyse it in some detail including their own opinions.	**Research** A given theme/artist and be able to analyse it in reasonable detail including their own opinions/views.	**Research** A given theme/artist/ and be able to analyse it in detail including their own opinions/views.
Literacy To be able to explain some key terms and words. To be able to use grammar and punctuation with some accuracy.	**Literacy** To be able to explain in reasonable detail key terms and words. To be able to use grammar and punctuation with reasonable accuracy.	**Literacy** To be able to explain in detail key terms and words. To be able to use grammar and punctuation accurately.
Evaluation To be able to make some comments your own work. To be able to suggest some improvements.	**Evaluation** To be able to evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.	**Evaluation** To be able to critically evaluate your own work using the given mark scheme and be able to suggest detailed and informed improvements/further developments.

End of Year 8 Objectives- Music

Foundation	Intermediate	Higher
Performing - Be able to perform/play on an instrument/voice with some awareness of pitch and rhythm. For example, a melody line on a keyboard or keep the pulse/tempo on a percussion instrument.	**Performing -** Be able to perform/play on an instrument/voice with a consistent and confident sense of pitch and rhythm. For example, a melody line on a keyboard or keep the pulse/tempo on a percussion instrument.	**Performing -** Be able to perform/play on an instrument/voice in front of an audience and potentially alongside other musicians, with an excellent sense of pitch, rhythm and awareness. For example, playing with both hands (chords and melody) on a keyboard or Leading a group of musicians in order to keep the pulse, rhythm and structure.
Composing - Be able to compose a piece of music using recording software or on a pitched instrument (keyboard/ukulele) with some awareness of pitch, rhythm and structure.	**Composing -** Be able to compose a piece of music using recording software or a pitched instrument (keyboard/ukulele) with a confident sense of pitch, rhythm and structure (i.e. 2 sections) and some creative ideas.	**Composing -** Be able to compose a piece of music using recording software or a pitched instrument (keyboard/ukulele) with an excellent sense of pitch, rhythm and structure and excellent awareness of composing for more than one instrument and how the instruments interact with each other containing chord progressions and string melodies.
Appraising/listening - Be able to identify some of the elements of music and instrument families when listening. For example, percussion instruments, tempo, dynamics.	**Appraising/listening -** Be able to identify the main elements when listening to music such as pitch, rhythm, dynamics, tempo, texture and structure and recognise the main families of instruments, strings, brass, woodwind and percussion.	**Appraising/listening -** Be able to specifically identify the main elements when listening to music, such as pitch, rhythm, dynamics, tempo, texture, tonality and structure. Have an ability to analyse why specific elements of music are used for certain pieces of music. I.e. Loud dynamics and fast tempo for dramatic music. Recognise the main Instrument families and specific timbres/instruments of strings, brass, woodwind and percussion.

End of Year 8 Objectives- PE

Foundation	Intermediate	Higher
Range of Skills Demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations. Few, if any of the advanced skills for the activity are attempted.	**Range of Skills** Demonstrates a number of core skills and possibly a few advanced skills, in isolation and under competitive pressure in authentic performance situations.	**Range of Skills** Demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.
Quality of Skills Core skills are often inconsistent and with limited accuracy, control and fluency. Any advanced skills attempted are performed with limited success.	**Quality of Skills** Core skills are performed with some consistency and some accuracy, control and fluency The advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency	**Quality of Skills** Core skills are performed consistently with a good standard of accuracy, control and fluency. The advanced skills demonstrated are performed with some consistency, accuracy, control and fluency.
Physical Attributes Demonstrates a reasonable level of physical fitness during performance.	**Physical Attributes** Demonstrates sufficient physical fitness to perform with some effectiveness.	**Physical Attributes** Demonstrates appropriate levels of physical fitness to perform effectively.
Psychological Attributes Demonstrates a reasonable level psychological control during performance.	**Psychological Attributes** Demonstrates sufficient psychological control to perform with some effectiveness.	**Psychological Attributes** Demonstrates appropriate levels psychological control to perform effectively.
Decision Making Starting to select and attempt the appropriate core skills in different situations. Can sometimes apply basic team strategies / tactics / compositional ideas	**Decision Making** Selects and uses appropriate core skills on some occasions. Sometimes applies team strategies / tactics / compositional ideas demonstrating some understanding of the activity.	**Decision Making** Successfully selects and uses appropriate core and some advanced skills on some occasions Applies appropriate team strategies / tactics / compositional ideas demonstrating a good understanding of the activity
Communication Demonstrates a very basic awareness of the actions of other player(s)/ performer(s) Occasionally communicates with other player(s) / performer(s).	**Communication** Demonstrates an awareness of the strengths, weaknesses and actions of other and may attempt to respond to this. Some communication with other player(s) / performer(s).	**Communication** Demonstrates a good awareness of and can often respond to the strengths, weaknesses and actions of other player(s)/ performer(s) Communication well with other player(s) / performer(s).