



## Sample assessment task

<b>Year level</b>	7
<b>Learning area</b>	The Arts
<b>Subject</b>	Music
<b>Title of task</b>	Group performance – <i>Doubletalk</i>

## Task details

<b>Description of task</b>	Students, in groups, prepare and perform to the class a piece, <i>Doubletalk</i> , which utilises a variety of ‘nonsense’ speech words/syllables, rhythms, dynamics and vocal effects. The assessment for the performance will take into account preparation, rehearsal and final presentation of the work to the class.  Students are required to add some percussion instruments or body percussion to enhance the performance.
<b>Type of assessment</b>	Formative and summative
<b>Purpose of assessment</b>	<ul style="list-style-type: none"> <li>To inform progression of learning</li> <li>To assess students’ knowledge at the end of a learning cycle</li> </ul>
<b>Assessment strategy</b>	Performance
<b>Evidence to be collected</b>	<ul style="list-style-type: none"> <li>Teacher will collect information regarding the students’ participation and organisation in rehearsals</li> <li>A marking sheet will be completed by the teacher at the final performance of the task.</li> </ul>
<b>Suggested time</b>	Each performance should take no longer than five to seven minutes.

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Aural and theory</b> Development of aural skills, aural memory and inner hearing to identify, sing/playback and transcribe pitch and rhythm patterns</p> <p><b>Practical and performing skills</b> Development of technical and expressive skills, through practice and rehearsal, of a variety of solo and ensemble music Application of strategies to regularly practise and improve performance skills and techniques Development of ensemble skills, working together to balance and blend tone and volume; and maintain safety, correct posture and technique when using instruments, voices and technologies</p> <p><b>Response, interpretation and evaluation</b> Use of given frameworks and reflective strategies to evaluate music performances and discussion of different points of view Communication of thoughts and feelings about music, using given criteria to form and express personal opinions</p>
---	---

Task preparation	
<b>Prior learning</b>	<p>It is assumed that students are in a General (not specialist) Music class and have had limited experience with the fundamental skills and concepts of music. To prepare for this task, students have been taught and have practised various rhythmic patterns – in particular, the patterns which are present in the piece, <i>Doubletalk</i>. Students have also sung various folk-tunes and melodies whilst maintaining a steady beat in preparation for working in small groups and maintaining the beat in the set piece. Students have also learnt and practised dynamic levels and gliding vocal effects which are in the set piece.</p> <p>Students will also have worked with percussion instruments and have used and experimented with various body percussion movements to accompany songs in class.</p>
<b>Assessment differentiation</b>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
<b>Assessment conditions</b>	<p>All performances will be assessed according to the following criteria:</p> <ul style="list-style-type: none"> <li>• Skills and technique: rhythm, vocalisation of ‘nonsense’ syllables, variations of pitch (as indicated on the score – high, medium and low levels, and gliding sounds), tone, and fluency</li> <li>• Style and expression: dynamics and expression</li> <li>• Presentation: confidence, creativity and use of percussion instruments or body percussion to support the text</li> <li>• Performances in class</li> <li>• All students will be required to provide constructive criticism for performances of all class members in addition to a reflection and evaluation of their participation in the organisation, preparation and presentation of the group performance.</li> </ul>
<b>Resources</b>	<p>Students will be provided with a score of <i>Doubletalk</i>. A selection of percussion instruments will be made available. The score for <i>Doubletalk</i>, composed by Nancy Telfer, is from <i>Voiceworks</i> (Oxford University Press, ed. Peter Hunt, 2001).</p>

## Instructions for teacher

- The teacher should introduce all elements of the task (rhythmic elements, application of dynamic indications and the reading of three levels of pitch and gliding pitch inflections) prior to giving the students access to the score. This process may take a portion of several lessons – possibly 3 x 20-minute sessions.
- All students will be given a copy of the score and the teacher will ask students to vocalise the ‘nonsense’ syllables in small groups and share this with the class. The teacher may assist students to vocalise the ‘nonsense’ words and also discuss dynamic variety and the three levels of pitch and gliding pitch symbols, as indicated on the score.
- Students will then rehearse the piece in groups organised by the teacher. Within the groups, there should be two smaller groups to accommodate the two ‘parts’ as indicated in the score.
- A recommended time for rehearsal of this task could be 3 x 15–20-minute sessions within a class period. The final presentation will be within ONE class period (depending on the number of students and groups).
- All students will be required to provide constructive criticism for performances of ONE group in addition to a reflection and evaluation of their own performance.

## Task instructions

1. Form into appropriate groups of fours or fives (ideally, there should be at least **two** students to a part).
2. Allocate the parts.
3. Students should spend some time vocalising the text in the following order:  
Session 1 (20 minutes)
  - Read and vocalise the text as a whole group.
  - Divide into parts and each smaller group to work on the pronunciation and vocalisation of the text.Session 2
  - Work on the dynamic variety and pitch levels (including the gliding pitch sounds), as indicated on the score.
  - Decide on some rhythmic accompaniment – either percussion instruments or body percussion.Session 3  
Rehearse the final presentation and decide on a name for the group.
  - Teacher should encourage students to rehearse in their groups ‘out of class’ but the 3 x 20-minute sessions within the allocated classes should be sufficient.
  - Teacher will allocate one lesson to discussing the students’ reflections of another group’s work and their own group’s presentation.

## Instructions to students

### Year 7: *Doubletalk* group performance

**Task:** You are to present a group performance of the speech piece, *Doubletalk*. The score will be provided for you.

**Organisation:** You will be allocated 3 x 20-minute sessions within three consecutive classes to prepare for this group performance. Follow these steps to assist you to work efficiently and present an organised and well-prepared performance.

Session 1 (20 minutes each)

- Read and vocalise the text as a whole group.
- Divide into parts and each smaller group to work on the pronunciation and vocalisation of the text.

Session 2

- Work on the dynamic variety and pitch levels, as indicated on the score.
- Decide on some rhythmic accompaniment – either percussion instruments or body percussion.

Session 3

- Rehearse the final presentation with the required percussion instruments.

Whilst you are preparing this task, you should consider your own contribution to the group performance because you will complete a reflection of your group performance at the conclusion of your performance.

You will also complete a reflection on ONE group – which will be selected for you by your class teacher.

Use this checklist to ensure that your group has completed all parts of the preparation and presentation process.

Self or peer observation/checklist	
Description	Check
Student name:	✓
Group members have been organised.	
Divide the group in half for each line of music/text provided.	
Work on the vocalisation and pronunciation of the text. Check this with your class teacher.	
Work on the dynamic markings in the piece. Ensure that you make a difference between all the levels.	
Experiment with rhythmic accompaniment and decide on the final rhythmic pattern to be presented in the performance (either with instruments or body percussion).	
Rehearse the presentation with all vocal lines and rhythmic accompaniment.	
Own contribution to the group task has been considered throughout the process so that each group member will be able to write a reflection.	
Group name has been discussed and decided.	

**You will be marked according to the following criteria:**

- skills and technique: rhythm, variations of pitch (as indicated on the score), vocal projection, fluency
- style and expression: dynamics and expression
- presentation: confidence, creativity and use of percussion instruments or body percussion to support the text.

All students will be required to provide constructive criticism for one other group performance of all class members in addition to a reflection and evaluation of their own participation in the organisation, preparation and presentation of the group performance.

## Sample marking key

Technique				
<b>Rhythm and tempo control</b>	1	2	3	4
	Performs with limited rhythmic control and significant fluctuations in tempo, making considerable errors	Performs with inconsistent rhythm and minor fluctuations in tempo, making several errors	Performs with competent rhythmic control, maintains a suitable tempo and recovers well from minor errors	Performs with excellent rhythmic and tempo control
<b>Pitch and tonal control</b>	1	2	3	4
	Performs with frequent and significant errors in differentiation of pitch levels; vocal projection is weak and lacking in security	Performs with several errors of differentiation of pitch levels indicated on the score; vocal projection is inconsistent	Performs with mostly accurate differentiation of pitch as indicated on the score; vocal projection is mostly strong and confident	Performs with accurate differentiation of pitch as indicated on the score; vocal projection is strong and confident
<b>Subtotal</b>				<b>8</b>
Style/Expression				
<b>Style and expression</b>	1	2-3	4-5	6
	Demonstrates little evidence of dynamics and/or expressive techniques	Demonstrates inconsistent application of dynamics and/or expressive techniques	Demonstrates mostly appropriate application of dynamics and expressive techniques within the spoken phrases	Demonstrates effective application of dynamics and expressive techniques within the spoken phrases
<b>Subtotal</b>				<b>6</b>
Presentation				
<b>Presentation</b>	1	2-3	4	
	Group performance was generally underprepared showing limited coordination and use of percussion instruments or body percussion amongst the group members	Group performance was generally confident, demonstrating satisfactory coordination and use of percussion instruments or body percussion amongst the group members	Group performance was confident, demonstrating effective coordination and use of percussion instruments or body percussion amongst the group members	
<b>Subtotal</b>				<b>4</b>
<b>Total</b>				<b>18</b>

## Feedback on ONE group and Student Reflection

Name of group: \_\_\_\_\_

Group members: \_\_\_\_\_

	Excellent	Very good	Good	Needs attention
Rhythm and tempo (was the beat steady and did the members perform the rhythmic patterns correctly?)				
Vocal projection				
Variations of pitch (including the gliding pitch effects), as indicated on the score				
Variations of dynamics, as indicated on the score				
Presentation – includes accuracy, confidence and creative use of percussion instruments or body percussion				

### Self-reflection

1. List **two** aspects of your group performance you were happy with.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

2. List **two** aspects of your group performance you were disappointed with (if you were disappointed with any aspect of it).

(a) \_\_\_\_\_

(b) \_\_\_\_\_

3. Which aspects of your group performance would you like to improve?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Do you think that the group was well-organised throughout the organisational process, and if not, what do you think that you could improve when working with a group?

---

---

---

---

---

**Reflect on your OWN contribution to the group.**

1. How did you assist with the organisation of the group performance? List **three** points.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

2. List **three** ways in which you contributed to the overall performance.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

3. How could you have improved your contribution and performance?

---

---

---

---

---