



Sample assessment task	
Year level	1
Learning area	The Arts
Subject	Music
Title of task	Carnival of the Animals
Task detail	
Description of task	Students listen to excerpts from <i>The Carnival of the Animals</i> by Camille Saint-Saëns. Focusing on the 'Royal March of the Lion' and the 'Aquarium' movements, students respond to questions to show their interpretation of some of the musical elements. Teachers may also choose to show YouTube links for the 'Royal March of the Lion' and the 'Aquarium' movements.
Type of assessment	Summative
Purpose of assessment	To identify students' aural responses to a piece of music.
Assessment strategy	Interview (one-on-one)
Evidence to be collected	Verbal explanations
Suggested time	1 x 1 hour lesson
Content description	
Content from the Western Australian Curriculum	Responding Personal responses expressing ideas and feelings about the music they listen to and make Audience behaviour (being quiet during a performance; clapping after a performance)
Early Years Learning Framework	Outcome 5 – Children are effective communicators Children interact verbally and non-verbally with others for a range of purposes Children express ideas and make meaning using a range of media
National Quality Standard	Quality Area 1 – Educational program and practice 1.1 Program – The educational program enhances each child's learning and development 1.1.1 Approved learning framework Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. 1.1.3 Program learning opportunities All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

Task preparation	
Prior learning	Students are familiar with listening to a variety of classical music. They are aware that musical instruments can be played to show emotion, situations and types of characters. Students have been exposed to musical terminology, such as dynamics and tempo. Students have been taught about audience behaviour and have had opportunities to practise their skills.
Assessment differentiation	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. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
Assessment task	
Assessment conditions	Individual interviews in normal class conditions.
Resources	<ul style="list-style-type: none"> • YouTube links for <i>The Carnival of the Animals</i> by Camille Saint-Saëns: <ul style="list-style-type: none"> ▪ 'Royal March of the Lion': https://www.youtube.com/watch?v=rE4CATvZ188 ▪ 'Aquarium': https://www.youtube.com/watch?v=lyFpZ5MZ7kk

Instructions for teacher

Based on 'iSTAR - A model for connected practice with classrooms'. Western Australian Primary Principals' Association.

Inspire/inform	<ul style="list-style-type: none">• Students listen to the two movements from <i>The Carnival of the Animals</i> by Camille Saint-Saëns. In addition, teachers may choose to show the YouTube videos.• Students move around the room as lions/predatory animals and marine animals for each piece of music.
Show	<ul style="list-style-type: none">• Model different instruments and discuss their timbre and pitch. Teachers may use YouTube or audio music for this or musical instruments if available.• Model and discuss the varying sounds and brainstorm some animals/insects/types of people the sounds could portray.
Tell	<ul style="list-style-type: none">• Tell students that they will be responding to the music in a one-on-one interview with the teacher. They will be required to answer a few questions.• Whilst the interviews are in progress, the rest of the students can draw and colour a picture of what they imagine is happening in their favourite part of the music.• Give some examples of answers to help guide students.
Apply	<ul style="list-style-type: none">• Teacher conducts one-on-one interviews with individual students while the rest of the class completes their pictures. Questions are as follows:<ol style="list-style-type: none">1. What made the music sound like lions/sea creatures?2. What instruments sounded the most like lions/sea creatures? What made them sound this way?3. How did it make you feel when the dynamics and tempo (speed) of the music changed?
Reflect	<ul style="list-style-type: none">• Students discuss and explain their pictures with a partner.

Sample marking key	
Description	Record
1. What made the music sound like lions/sea creatures?	
Describes, using everyday language, the dynamics and tempo and uses examples from the music to explain how the instrumentation sounded like lions/sea creatures.	
Describes, using everyday language, some aspects of the dynamics and tempo from the music to explain how the instrumentation sounded like lions/sea creatures.	
Describes in a general way, limited aspects of the dynamics and tempo from the music to explain how the instrumentation sounded like lions and/or sea creatures.	
Description	Record
2. Which instruments sounded the most like lions/sea creatures? What made them sound this way?	
Describes, using simple musical terminology, the way the sounds are produced on some instruments.	
Describes, using everyday language, the way the sounds are produced on an instrument.	
Describes sounds vaguely and requires strong support.	
Description	Record
3. How did it make you feel when the dynamics and tempo (speed) of the music changed?	
Uses emotive language and their imagination to explain their feelings and connects this to a change of dynamics and tempo in the music.	
Uses emotive language to explain their feelings and makes general or limited connections to the change of dynamics and tempo in the music.	
Uses emotive language to explain their feelings.	

Making connections across learning environments

National Quality Standard: Quality Area 1 – Educational program and practice

1.1.1 Approved learning framework

Observations of individual learning behaviours

	Provocations	Resources
Inside and outside spaces/environments	Responding to different instruments and/or music in different ways: <ul style="list-style-type: none">• drawing/painting• movement• role-play.	Instruments. A variety of different types of music. Paper/pencils/paint etc.