



Sample assessment task	
Year level	7
Learning area	The Arts
Subject	Music
Title of task	Aural analysis: Animalia
Task details	
Description of task	Students listen to musical excerpts which all depict different animals, and respond to scaffolded questions in the worksheet provided. They will identify the animal they think is being represented, and describe how the composer has used the instruments and elements of music to characterise the animal. YouTube links for each of the excerpts have been provided. Students will then select an animal, and provide a description of how they would represent that animal musically, using the table provided.
Type of assessment	Formative and Summative
Purpose of assessment	To inform progression of learning To assess students' knowledge and skill development at the end of a learning cycle
Assessment strategy	Aural analysis task, using worksheet provided
Evidence to be collected	Aural analysis worksheet
Suggested time	75 minutes
Content description	
Content from the Western Australian Curriculum	<p><b>Analysis and context</b> Identification of, and discussion about, the use of specific elements of music and stylistic features in structured listening activities, using appropriate music terminology Identification of features and performance practices that determine a specific musical style or culture, and description of ways that music contributes to a culture or context</p> <p><b>Response 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> <p><b>Aural and theory</b> Aural recognition of specific elements of music in short excerpts (not all content may be relevant to the selected context)</p>

<b>Task preparation</b>	
<b>Prior learning</b>	Students have previously listened to and analysed a variety of musical works across a range of contexts, eras and styles. They have aurally and visually analysed examples, addressing given criteria, and scaffolded questions in both simple aural excerpts and score-based examples. They have listened to a variety of examples of program music, discussing how the music enhances and depicts the story/picture/place behind the work.
<b>Assessment differentiation</b>	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.
<b>Assessment task</b>	
<b>Assessment conditions</b>	Students complete an invigilated written task over 60 minutes. They listen to five short music extracts and complete the responses in the worksheet provided.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Recordings of music excerpts</li> <li>• Written paper (Aural analysis: Animalia)</li> </ul>

### **Instructions for teacher**

- Teachers might like to prepare students for this task by playing and discussing a different example from those provided on the worksheet, using a table on the board to align the characteristics of the animal with particular music elements.
- Students will need about 75 minutes to complete the task, with about 15 minutes provided for each example.
- Each extract should be played to the class, either as a sound recording or with video, if preferred and available, except if it gives away the animal to be identified. Students should then be given 15 minutes to complete each extract, writing their responses on the worksheet provided.

**Instructions to students**

**Year 7: Aural analysis – Animalia**

Name: \_\_\_\_\_

**Total mark /60**

You will be played a series of music excerpts that represent different animals. Identify the animal you think is being represented and describe how the composer has used the instruments and elements of music to characterise the animal.

**Extract 1**

**(11 marks)**

1. Which animal do you think is being represented in this excerpt? \_\_\_\_\_

2. Identify the main instrument in this excerpt and the family to which it belongs.

\_\_\_\_\_

3. Complete the following table and indicate how the composer has used the instruments and two elements of music (melody, rhythm, dynamics and expressive devices) to depict the animal being represented in this example.

	How they have been used to represent the animal
Instrument/s	
Element of music	
Element of music	

**Extract 2**

**(11 marks)**

1. Which animal do you think is being represented in this excerpt? \_\_\_\_\_
  2. Identify the main instrument in this excerpt and the family to which it belongs.
- 

3. Complete the following table and indicate how the composer has used the instruments and two elements of music (melody, rhythm, dynamics and expressive devices) to depict the animal being represented in this example.

	How they have been used to represent the animal
Instrument/s	
Element of music	
Element of music	

**Extract 3**

**(13 marks)**

1. This piece is called *Kakadu*, named after a national park in the Northern Territory. How do you think the composer has created a sense of this place as well as the animals with his choice of instruments and use of music elements?

---

---

---

---

2. Name some of the animals you think are being represented in this excerpt.

---

---

3. Complete the following table and indicate how the composer has used the instruments and two elements of music (melody, rhythm, dynamics and expressive devices) to depict the animals being represented in this example.

	How they have been used to represent the animals
Instrument/s	
Element of music	
Element of music	

**Extracts 4 and 5**

**(19 marks)**

1. The following two extracts both represent insects. Complete the following table and compare and contrast the two examples, indicating how the composer has used the instruments and two elements of music (melody, rhythm, dynamics and expressive devices) to depict the insects being represented.

	<b>Extract 4</b>	<b>Extract 5</b>
<b>Instruments</b>		
<b>Element of music</b>		
<b>Element of music</b>		

2. Which of the two did you think was more effective and why?

---

---

---

---

---

---

---

---

**Section 2**

**(6 marks)**

1. If you were to write a piece of music to represent an animal, which animal would you choose?

---

2. Outline some characteristics of your chosen animal and describe how you would depict them in music.

<b>Features of chosen animal (e.g. size, movement, sounds)</b>	<b>Musical features (e.g. instrumentation, melody, rhythm, dynamics)</b>



## Sample marking key

Year 7: Aural analysis – Animalia

Name: \_\_\_\_\_

**Extract 1:** ‘The Elephant’ from Camille Saint-Saëns: *The Carnival of the Animals*  
<http://www.youtube.com/watch?v=jWUt2D0FkdU> (Minus the poem narrated by Roger Moore, which could perhaps be played afterwards.)

Description	Marks
<b>Identification of animal</b>	
Provides a suitable suggestion for an animal that appropriately correlates with the music.	1
Provides an unsuitable suggestion for an animal that does not correlate with the music or does not provide a suggestion.	0
<b>Subtotal</b>	<b>1</b>
Description	Marks
<b>Main instrument and family</b>	
Correctly identifies the main instrument and the family to which it belongs.	2
Correctly identifies the main instrument or the family to which it belongs, but does not correctly identify both.	1
Incorrectly identifies both the main instrument and the family to which it belongs.	0
<b>Subtotal</b>	<b>2</b>
Description	Marks
<b>Use of instrument/s</b>	
Provides a detailed, interesting and accurate description of how the composer has used the instrument/s to depict the animal.	3
Provides some accurate and interesting points, describing how the composer has used the instrument/s to depict the animal.	2
Provides minimal and sometimes inappropriate information about how the composer has used the instrument/s to depict the animal.	1
Provides very little, or no information about how the composer has used the instrument/s to depict the animal, or provides information that is inappropriate or incorrect.	0
<b>Subtotal</b>	<b>3</b>
Description	Marks
<b>Refers to two elements of music</b>	
Provides a detailed, interesting and accurate description of how the composer has used two elements of music to depict the animal.	5
Provides some accurate and interesting points describing how the composer has used two elements of music to depict the animal, or provides a detailed, interesting and accurate description for only one element of music.	3–4
Provides minimal and sometimes inappropriate information about how the composer has used the two elements of music to depict the animal.	1–2
Provides very little or no information about how the composer has used the elements of music to depict the animal or provides information that is inappropriate or incorrect.	0
<b>Subtotal</b>	<b>5</b>
<b>Extract 1 total</b>	<b>11</b>

<b>Extract 2: 'The Wolf', from Prokofiev's: <i>Peter and the Wolf</i></b>	
<a href="https://www.youtube.com/watch?v=g1spGQQg0FA((14:10-15:00)1(((4:10-!5:00))">https://www.youtube.com/watch?v=g1spGQQg0FA((14:10-15:00)1(((4:10-!5:00))</a>	
<b>Description</b>	<b>Marks</b>
<b>Identification of animal</b>	
Provides a suitable suggestion for an animal that appropriately correlates with the music.	1
Provides an unsuitable suggestion for an animal that does not correlate with the music or does not provide a suggestion.	0
<b>Subtotal</b>	<b>1</b>
<b>Description</b>	<b>Marks</b>
<b>Main instrument and family</b>	
Correctly identifies the main instrument and the family to which it belongs.	2
Correctly identifies the main instrument or the family to which it belongs, but does not correctly identify both.	1
Incorrectly identifies both the main instrument and the family to which it belongs.	0
<b>Subtotal</b>	<b>2</b>
<b>Description</b>	<b>Marks</b>
<b>Use of instrument/s</b>	
Provides a detailed, interesting and accurate description of how the composer has used the instrument/s to depict the animal.	3
Provides some accurate and interesting points, describing how the composer has used the instrument/s to depict the animal.	2
Provides minimal and sometimes inappropriate information about how the composer has used the instrument/s to depict the animal.	1
Provides very little, or no information about how the composer has used the instrument/s to depict the animal, or provides information that is inappropriate or incorrect.	0
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Refers to two elements of music</b>	
Provides a detailed, interesting and accurate description of how the composer has used two elements of music to depict the animal.	5
Provides some accurate and interesting points describing how the composer has used two elements of music to depict the animal, or provides a detailed, interesting and accurate description for only one element of music.	3–4
Provides minimal and sometimes inappropriate information about how the composer has used the two elements of music to depict the animal.	1–2
Provides very little, or no information, about how the composer has used the elements of music to depict the animal, or provides information that is inappropriate or incorrect.	0
<b>Subtotal</b>	<b>5</b>
<b>Extract 2 total</b>	<b>11</b>

<b>Extract 3: Peter Sculthorpe: <i>Kakadu</i></b>	
<a href="http://www.youtube.com/watch?v=N2qqj1_ILyA">http://www.youtube.com/watch?v=N2qqj1_ILyA</a> 4:50-6:15	
<b>Description</b>	<b>Marks</b>
Description of how composer evokes a sense of Kakadu through the music	
Provides a detailed, interesting and accurate description of how the composer has evoked a sense of Kakadu through the music.	3
Provides some accurate and interesting points, describing how the composer has evoked a sense of Kakadu through the music.	2
Provides minimal and sometimes inappropriate information about how the composer has evoked a sense of Kakadu through the music.	1
Provides very little, or no information about how the composer has evoked a sense of Kakadu through the music or provides information that is inappropriate or incorrect.	0
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
Identification of animal	
Provides several suitable suggestions for animals that appropriately correlate with the music.	2
Provides some suitable suggestions for animals that appropriately correlate with the music.	1
Provides unsuitable suggestions for animals that do not correlate with the music or provides no suggestions at all.	0
<b>Subtotal</b>	<b>1</b>
<b>Description</b>	<b>Marks</b>
Use of instrument/s	
Provides a detailed, interesting and accurate description of how the composer has used the instrument/s to depict the animal.	3
Provides some accurate and interesting points, describing how the composer has used the instrument/s to depict the animal.	2
Provides minimal and sometimes inappropriate information about how the composer has used the instrument/s to depict the animal.	1
Provides very little, or no information, about how the composer has used the instrument/s to depict the animal, or provides information that is inappropriate or incorrect.	0
<b>Subtotal</b>	<b>2</b>
<b>Description</b>	<b>Marks</b>
Refers to two elements of music	
Provides a detailed, interesting and accurate description of how the composer has used two elements of music to depict the animal.	5
Provides some accurate and interesting points describing how the composer has used two elements of music to depict the animal, or provides a detailed, interesting and accurate description for only one element of music.	3–4
Provides minimal and sometimes inappropriate information about how the composer has used the two elements of music to depict the animal.	1–2
Provides very little, or no information, about how the composer has used the elements of music to depict the animal, or provides information that is inappropriate or incorrect.	0
<b>Subtotal</b>	<b>5</b>
<b>Extract 3 total</b>	<b>13</b>

<b>Extract 4: <i>Flight of the Bumblebee</i>: Yo Yo Ma and Bobby McFerrin</b> <a href="http://www.youtube.com/watch?v=nxr6Gu31Qms">http://www.youtube.com/watch?v=nxr6Gu31Qms</a>	
<b>Description</b>	<b>Marks</b>
<b>Use of instrument</b>	
Provides a detailed, interesting and accurate description of how the composer has used the instruments to depict the animal.	3
Provides some accurate and interesting points, describing how the composer has used the instruments to depict the animal.	2
Provides minimal and sometimes inappropriate information about how the composer has used the instruments to depict the animal.	1
Provides very little, or no information about how the composer has used the instrument/s to depict the animal, or provides information that is inappropriate or incorrect.	0
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Refers to two elements of music</b>	
Provides a detailed, interesting and accurate description of how the composer has used two elements of music to depict the animal.	5
Provides some accurate and interesting points describing how the composer has used two elements of music to depict the animal, or provides a detailed, interesting and accurate description for only one element of music.	3–4
Provides minimal and sometimes inappropriate information about how the composer has used the two elements of music to depict the animal.	1–2
Provides very little, or no information, about how the composer has used the elements of music to depict the animal, or provides information that is inappropriate or incorrect.	0
<b>Subtotal</b>	<b>5</b>
<b>Extract 4 total</b>	<b>8</b>

<b>Extract 5: <i>Night of the Electric Insects</i> from George Crumb: <i>Black Angels</i></b> <a href="http://www.youtube.com/watch?v=pV6BeeoX474">http://www.youtube.com/watch?v=pV6BeeoX474</a>	
<b>Description</b>	<b>Marks</b>
<b>Use of instrument</b>	
Provides a detailed, interesting and accurate description of how the composer has used the instruments to depict the animal.	3
Provides some accurate and interesting points, describing how the composer has used the instruments to depict the animal.	2
Provides minimal and sometimes inappropriate information about how the composer has used the instruments to depict the animal.	1
Provides very little, or no information, about how the composer has used the instruments to depict the animal, or provides information that is inappropriate or incorrect.	0
<b>Subtotal</b>	<b>3</b>

Description	Marks
Refers to two elements of music	
Provides a detailed, interesting and accurate description of how the composer has used two elements of music to depict the animal.	5
Provides some accurate and interesting points describing how the composer has used two elements of music to depict the animal, or provides a detailed, interesting and accurate description for only one element of music.	3–4
Provides minimal and sometimes inappropriate information about how the composer has used the two elements of music to depict the animal.	1–2
Provides very little or no information about how the composer has used the elements of music to depict the animal, or provides information that is inappropriate or incorrect.	0
<b>Subtotal</b>	<b>5</b>
Description	Marks
Compares and evaluates the two examples, discussing reasons for a preferred interpretation	
Provides an informed and well-supported opinion regarding a preference for a particular interpretation.	3
Provides some support in the response regarding a preference for a particular interpretation.	2
Provides minimal and mostly unsupported response regarding a preference for a particular interpretation.	1
Provides an unsupported response, or does not indicate a preference for either interpretation.	0
<b>Subtotal</b>	<b>3</b>
<b>Extract 5 total</b>	<b>11</b>

Section 2: Choice of own animal and description of musical features	
Description	Marks
Use of instrument	
Provides detailed, interesting and accurate descriptions of how the four selected features of the animal would correlate with musical features.	5–6
Provides some accurate and interesting descriptions of how the four selected features of the animal would correlate with musical features or only describes two to three features in detail.	3–4
Provides minimal and sometimes inappropriate descriptions of how the four selected features of the animal would correlate with musical features or only describes one to two features in some detail.	1–2
Provides very little or no description of how the four selected features of the animal would correlate with musical features, or provides information that is inappropriate or incorrect in a mostly incomplete response.	0
<b>Subtotal</b>	<b>3</b>
<b>Section 2 total</b>	<b>6</b>
<b>Total</b>	<b>60</b>