



## Sample assessment task

<b>Year level</b>	10
<b>Learning area</b>	The Arts
<b>Subject</b>	Music
<b>Title of task</b>	Comparative analysis

## Task details

<b>Description of task</b>	<p>Students will compare and contrast two musical excerpts, identifying, discussing and evaluating the use of the elements of music. They will consider cultural, historical and social factors that may have influenced musical developments and identify stylistic and contextual characteristics and performer/audience roles. The works selected should be two different interpretations of the same work that differ in style and expression.</p> <p>For example, an authentic Baroque interpretation of the <i>Hallelujah</i> chorus from Handel's <i>Messiah</i> (<a href="http://www.youtube.com/watch?v=usfiAsWR4qU">http://www.youtube.com/watch?v=usfiAsWR4qU</a>) and the <i>Hallelujah</i> chorus from the <i>Soulful Messiah</i> (<a href="http://www.youtube.com/watch?v=vkbuHu2D_Ro">http://www.youtube.com/watch?v=vkbuHu2D_Ro</a>).</p> <p>Teachers can select examples that suit the context being studied, and will need to provide supportive stimulus material as appropriate to context, such as a score, lead sheet, video or transcription.</p>
<b>Type of assessment</b>	Analysis and context
<b>Purpose of assessment</b>	To consolidate students' understanding of analytical concepts, stylistic conventions and historical factors within a given context, either to inform progression of learning in a unit or as a summative task at the end of a unit. They will respond to a range of stimuli to demonstrate an understanding of the role and use of the elements through comparative analysis.
<b>Assessment strategy</b>	They identify, compare and evaluate the use of music elements, contextual and stylistic characteristics, and/or cultural and historical features through a comparative analysis.
<b>Evidence to be collected</b>	Visual and aural analysis task, written assessment
<b>Suggested time</b>	60 minutes

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Aural and Theory</b> Aural identification of the role and treatment of the elements of music in isolation and combination in a range of music works</p> <p><b>Analysis and context</b> Identification, comparison and evaluation of the use, combination and stylistic treatment of the elements of music, using aural and critical analysis skills and stylistically informed language to make comparisons, informed observations and judgements about a wide range of music</p> <p>Identification, analysis and evaluation of connections between social, cultural and historic influences and musical developments, and analysis of how the use and combination of the elements of music define stylistic characteristics and cultural and historical features</p>
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	<p><b>Response and evaluation</b></p> <p>Identification and selection of specific criteria to devise and apply strategies when analysing, evaluating and refining their own and others' musical works and performances</p> <p>Development of personal preferences and aesthetic appreciation, differentiating between subjective and objective interpretation when comparing and evaluating stylistic interpretations of a range of music</p> <p>Consideration of cultural, social and ethical issues, comparing and evaluating audience response and performer roles across a broad range of music in formal, informal, virtual and interactive settings</p> <p>(The specified content listed under the <b>Elements of Music</b> for the relevant year level will be integrated throughout)</p>
<b>Key concepts</b>	Analysis and context, Response, Interpretation and Evaluation
<b>Achievement standard</b>	TBA
<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. Students aurally and visually analyse examples, addressing given criteria and scaffolded questions in both simple aural excerpts and more complex score-based examples. They discuss performer and audience roles and evaluate the overall performance, considering stylistic and contextual features.
<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>
<b>Assessment task</b>	
<b>Assessment conditions</b>	Students will complete an invigilated written task in 60 minutes. They will be provided with a written paper and stimulus material relevant to context, such as a score, lead sheet, transcription or video, and will listen to recordings of two contrasting musical works. They will complete comparative tables, evaluating the use of the elements of music in each extract and write an extended response, comparing and contrasting the two different versions of the same musical work.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Recordings of musical works</li> <li>• Worksheet</li> <li>• Stimulus material relevant to context (score, lead sheet, transcription and/or video)</li> </ul>

## Instructions for teacher

Students will complete this invigilated written task in 60 minutes. They will be provided with a written paper and stimulus material relevant to context, such as a score, lead sheet, transcription or video, and will listen to recordings of two contrasting musical works.

- Students should be given 20 minutes to complete Part One: Aural and visual analysis, writing their responses on the worksheet provided. In this time, they will complete the comparative tables for each extract, providing at least two points for each element of music listed. Each extract should be played to the class twice, with a short break in between. Students should complete the tables for each extract individually.
- 40 minutes will then be provided to allow students to complete Part Two: Extended response. Students will use the completed comparative tables to assist them to complete the extended response, evaluating the use of the elements of music in each extract and comparing and contrasting the two different versions of the same musical work.

## Year 10 Comparative analysis

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

Total mark: /25

### Part One: Aural and Visual Analysis Task

(7 marks)

You will listen to two musical excerpts and be given additional stimulus materials to assist you with the analysis. The two musical excerpts will be two different stylistic interpretations of the same musical work, in different eras/periods.

Each example will be played twice, with a short break between each playing. Use the stimulus material provided to help you complete the following table. You must make two points for each element of music for both examples.

The analysis tables, summarising the use of the elements of music, will assist you to write your extended response, comparing and contrasting the two works.

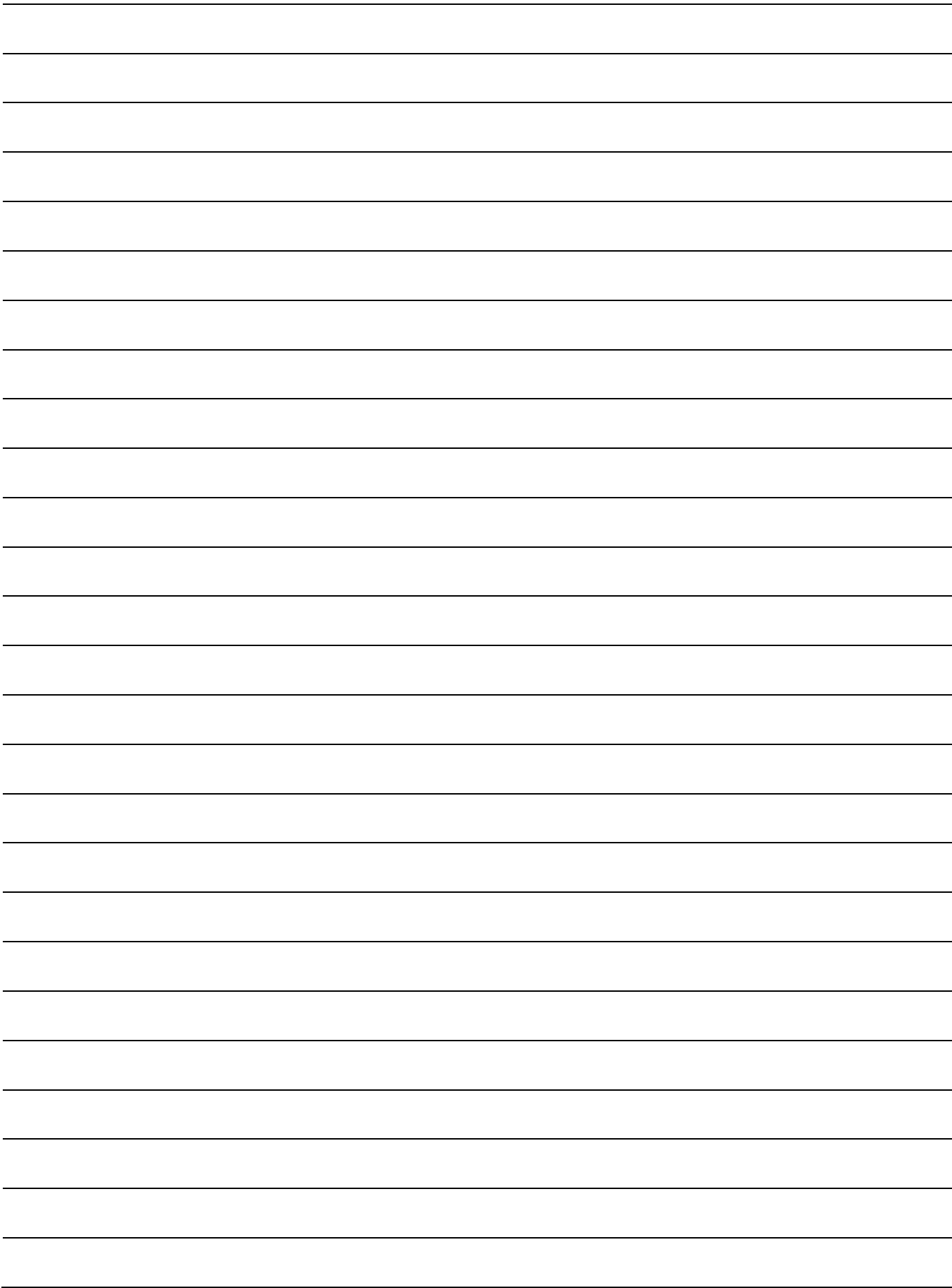
#### Extract One

Element of music	Characteristics and evidence in work
Melody	
Harmony	
Rhythm	
Form/structure	
Instrumentation/ orchestration	
Texture	
Dynamics/expressive devices	

## Extract Two

Element of music	Characteristics and evidence in work
Melody	
Harmony	
Rhythm	
Form/structure	
Instrumentation/ orchestration	
Texture	
Dynamics/expressive devices	









## Sample marking key

### Year 10: Comparative analysis

Criteria	Standards of Achievement	Marks	Score
<b>Elements of music tables</b>	2 marks for each element of music in each table, for a total of 14 (divide the total mark by 2 for a mark out of 7).	7	7
<b>Provides an overview of the social, cultural and historical context</b>	Provides relevant, specific and comprehensive details about the social, cultural and historical context, including supportive information about composers and or relevant works.	4–5	5
	Provides mostly relevant, specific and comprehensive details about the social, cultural and historical context.	3	
	Provides reference to some relevant, specific and comprehensive details about the social, cultural and historical context.	2	
	Provides minimal reference to relevant information or provides incorrect information.	1	
<b>Refers to at least three elements of music and appropriate music terminology</b>	Includes comprehensive and correct use of appropriate music terminology, making detailed reference to at least three elements of music to support the response.	6–7	7
	Includes use of appropriate music terminology, making reference to at least three elements of music to support the response.	4–5	
	Includes some use of appropriate music terminology, making some reference to at least two elements of music to support the response.	2–3	
	Includes inconsistent or minimal use of appropriate music terminology, making mostly incorrect or sporadic reference to some of the elements of music.	1	
<b>Compares and evaluates the two examples, discussing reasons for their preferred interpretation</b>	Provides an informed and well-supported opinion regarding the preference for a particular interpretation.	4	4
	Provides some support in the response regarding preference for a particular interpretation.	3	
	Provides minimal support regarding preference for a particular interpretation.	2	
	Provides a mostly unsupported response regarding preference for either interpretation.	1	
	Provides an unsupported response, or does not indicate a preference for either interpretation.	0	
<b>Writes a detailed, coherent and well-structured response, convincingly addressing the main points</b>	Writes a coherent, well-structured and articulate response convincingly addressing the required points.	2	2
	Writes an adequate response which sometimes lacks clarity of meaning and/or does not fully express ideas or clearly address the required points.	1	
	Writes a limited response that is not well structured and does not address the required points.	0	
<b>Total</b>			<b>25</b>