



Sample assessment task	
Year level	Pre-primary
Learning area	Technologies
Subject	Materials and technologies specialisations
Title of task	Thank you for the music!
Task details	
Description of task	Students will use their senses to explore and experiment with the designs of musical instruments. Students will explore materials and equipment to produce a musical instrument.
Type of assessment	Summative
Purpose of assessment	To assess understanding of how to design a musical instrument To assess understanding of materials required to make a musical instrument
Assessment strategy	Observations and visual representations
Evidence to be collected	Design plan and final product of musical instrument
Suggested time	4 x 1 hour lessons
Content description	
Content from the Western Australian Curriculum	<p><i>Knowledge and understanding</i></p> <p>Materials and technologies specialisations Characteristics of materials can be explored using senses</p> <p><i>Processes and production skills</i></p> <p>Investigating and defining Explore needs for design</p> <p>Designing Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps</p> <p>Evaluating Use personal preferences to evaluate the success of simple solutions</p>
Early Years Learning Framework (EYLF)	<p>Outcome 4: Children are confident and involved learners</p> <p>Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating</p>
Connected Curriculum	<p><i>Music</i></p> <p>Responding Personal responses to music they listen to and make</p>

Task preparation	
Prior learning	<p>Students have experience with musical instruments and are familiar with different types of instruments, sounds they make and material from which they are made. Students have observed instruments being played in an orchestra or band and discussed the purpose of making music.</p> <p>Students have some knowledge of the skills of design, producing and implementing. Students have explored the characteristics of materials and discussed how materials can be used in a variety of ways. Students are aware of and can identify the five senses.</p>
Assessment differentiation	<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	
Assessment conditions	Whole class instructions with individual plan and product to be assessed.
Resources	<ul style="list-style-type: none"> • A box with a variety of musical instruments • Blindfolds x 2 • Paper (A3), drawing equipment • IWB/TV, internet connection, view various videos on different band types and instruments • A range of different types of material (natural and man-made), glue, tape, scissors, elastic bands • Rice, pasta, lentils (or any other item that may assist with making some type of noise) • Use available resources in the school such as the school band.

Instructions for teacher

Strategy	
Inspire/inform	<p>Watch a pre-prepared video of different band types and instruments – discuss the materials of the instruments while watching.</p> <p>Place a box of musical instruments in an open space.</p> <p>Two students at a time are blind-folded. They are guided to the music box in the centre of the space and asked to select an instrument based on the feel only.</p> <p>Students explain (while still blind-folded) what materials they think their instrument is made from and why they think this (e.g. ‘triangle’ is made out of metal, it’s cold and hard). Remove the blind-fold – is this the instrument you described? What are the differences between what it is and what you described (if any)?</p> <p>When all students have had a turn blind-folded, they then partner up and discuss their instrument with another student (discuss what material it is made from).</p> <p>After a suitable amount of time, return instruments to box.</p> <p>Ask students to move around the room, <i>looking with their eyes only</i>, to identify any objects in the space that may make a good musical instrument.</p> <p>Return to the mat and ask three students (one at a time) to go and get what they saw. Discuss objects – <i>Are they suitable? What is the material in the object and will it make a good instrument - why?</i></p>
Show	<p>Internet search how to make musical instruments for kids (pre-prepared).</p> <p>Step students through making an instrument of the teacher’s choice using your senses to explain (e.g. the elastic bands make my fingers feel all tingly).</p> <p>Discuss and dismantle (students unable to copy design).</p>
Tell	<p>Students will design an instrument on A3 paper by drawing it. Label the parts and list some materials needed (optional).</p> <p>Students will make their own musical instrument using a range of available equipment, following their design.</p> <p>Discuss safety issues for using equipment (correct ways of using scissors, tape dispensers and other relevant information).</p> <p>Students use their senses when making the instrument. <i>Does it look and sound like your chosen instrument?</i></p>
Apply	<p>Students draw design.</p> <p>Students make their musical instruments following their designs.</p>
Reflect	<p>Display designs along-side instruments.</p> <p>Students participate in an Art Gallery strategy to walk around and observe the instruments and consider if the design looks similar to the final product.</p> <p>Discuss with individual students if they would keep their instrument the same or like to make changes and why? (annotate responses)</p> <p><i>Which sense is being affected by this instrument the most?</i></p> <p>Create a band and all students play their instruments along to a selected song.</p>

Sample marking key

Materials and technologies specialisations

Characteristics of materials can be explored using senses

Marking Key I = Independent SS = Some Support LS = Lots of Support

Grading key: vvv (consolidated) vv (working towards) v (developing)

Student names	I	Draws design	Follows design	Uses vocabulary to describe the materials	Evaluates instrument with a focus on choice of	Comments
	SS					
	LS					

Making connections across learning environments

National Quality Area 3 - Physical Environment

Standard 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play.

Element 3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.

	<i>Provocation</i>	<i>Resources</i>
<i>Inside spaces/environments</i>	<p>Musical treasure chest Make an assortment of musical symbols such as notes and clefs (laminated) and attach light magnets to the back. Draw some music lines on a magnetic whiteboard so students can create their own musical score. Students use instruments to play along with their score. iPad to record students' compositions (optional)</p>	<p>Medium-sized container Laminated music notes and music symbols (minimum 20) Light magnets for each note or symbol Box of instruments iPad (optional)</p>
	<p>Pattern clappin! (maths) Students use loose parts to create patterns which can be clapped back when completed. ooo +++ oo ++ o + ooo +++ oo ++ o + Explore using a 'triangle' or 'tapping sticks' to demonstrate the patterns made.</p>	<p>Loose parts Triangle/tapping sticks or other appropriate instruments</p>
<i>Outside spaces/environments</i>	<p>I am the music man! Students have access to a box of musical instruments to create a band. The band can be a band in motion or set up on a stage. Encourage students to sing and play along to familiar nursery rhymes and songs, e.g. <i>Twinkle, Twinkle Little Star</i>, <i>BINGO</i>, <i>Humpty Dumpty</i> or <i>Let it go (Frozen)</i></p>	<p>A box of musical instruments</p>
	<p>Musical Bubbles Students dance to music (classical) while bubbles are blown. Students explore using the bubbles (blowing them to keep them in the air, letting them land or mimicking their movement) before popping them.</p>	<p>CD player Music CD (classical) Bubble wands x 2</p>
	<p>Feel the Beat! Create an orchestra pit (upside down table). Students enter pit to be musicians or can be conductor of the orchestra.</p>	<p>Large table Musical instruments Conductor baton (ruler, stick)</p>
<i>Ambience/Aesthetic</i>	Select a video from the Internet that	Computer

	shows an orchestra playing. Loop the video so the students can engage in, explore and question their understandings.	
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