



Sample assessment task	
Year level	9
Learning area	The Arts
Subject	Music
Title of task	Aural test
Task details	
Description of task	Students complete an aural test based on forms that have been studied in class. Musical examples will be played either on the piano or from a recording. Questions will include recognition of scale types, intervals, form and chords, discrepancies, aural analysis and rhythmic and melodic dictations. The musical examples provided for each question can be substituted for an alternative example that might be better suited to the context being studied.
Type of assessment	Summative
Purpose of assessment	To assess students' knowledge of music literacy at the end of a learning cycle
Assessment strategy	Written aural test using conventional notation on paper
Evidence to be collected	Completed written test paper
Suggested time	1 hour
Content description	
Content from the Western Australian Curriculum	Aural and Theory Development of aural skills, aural memory and inner hearing to identify, sing/playback and notate rhythmic passages, melodic patterns based on familiar scales and intervals, and simple chord progressions Aural identification of the elements of music in a range of music excerpts The specified content listed under the Elements of Music for the relevant year level will be integrated throughout.
Task preparation	
Prior learning	Students have practised aural skills in class, singing, playing, identifying and writing intervals, chords, rhythmic and melodic dictations. They have been exposed to a variety of musical forms and associated terms and symbols, such as repeat signs, first and second time bars, <i>DC al fine</i> and coda. Forms studied include binary, ternary, rondo, theme and variations in integrated aural and visual analysis tasks, and simple theory and composition exercises.
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	Students complete an aural test based on the material covered in class, including aural and visual analysis tasks based on the musical forms studied, interval and chord recognition, discrepancies, rhythmic and melodic dictations.
Resources	<ul style="list-style-type: none">• Test paper• Recordings and piano or other suitable instrument to play musical examples

Instructions to students

Year 9: Aural test

Name: _____

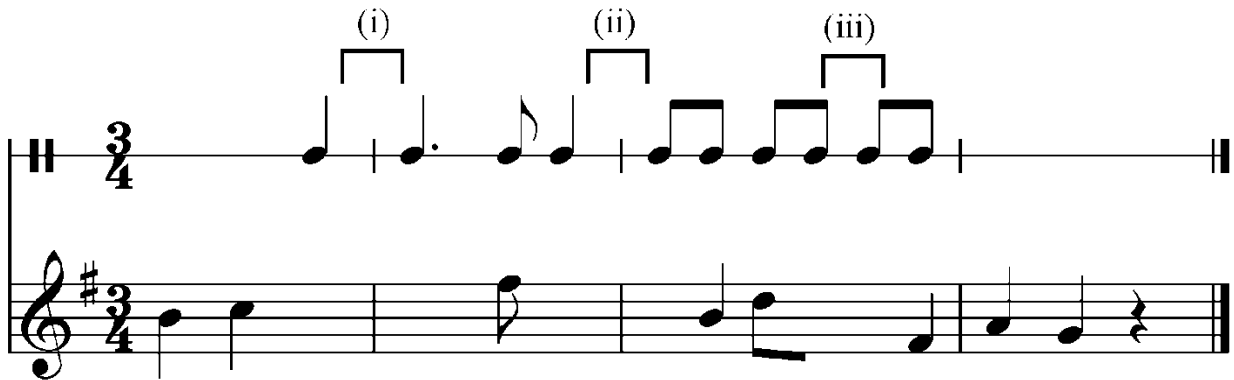
Mark: /50

1. **Scale recognition:** Listen to the following excerpts and name the scale which they are based on, choosing from:

major pentatonic, minor pentatonic, major, natural minor, harmonic minor. (3 marks)

(i) _____ (ii) _____ (iii) _____

2. **Interval recognition:** Identify the intervals bracketed in the following melody. (3 marks)



3. **Melodic dictation/aural analysis:**

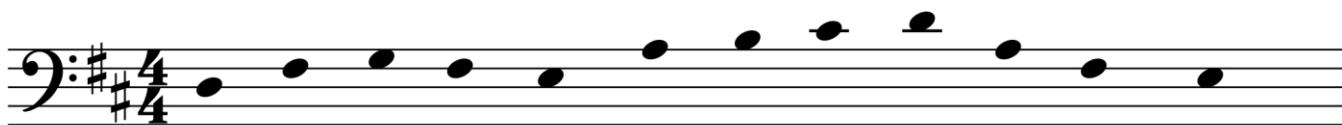
- (i) Complete the following melodic dictation and insert the appropriate signs and symbols to make it the same as the example you hear being played. The dictation will be played four times. (9 marks)



- (ii) What is the form of this example? _____

(1 mark)

4. **Rhythmic dictation:** Listen to the following melody and complete the rhythm by adding bar lines, stems and dots to the given pitches. The dictation will be played four times. (10 marks)



5. **Discrepancies:** Listen to the following theme and three variations. Describe two ways that the theme has been varied for each variation you hear. (6 marks)

(6 marks)

Theme



Variation	Variation techniques and difference from original theme
Variation 1	(i) (ii)
Variation 2	(i) (ii)
Variation 3	(i) (ii)

6. **Melodic dictation:** Provide the missing notes to complete the following melodic dictation. You may need to include accidentals in some bars. The dictation will be played four times. (8 marks)

7. **Chord progressions:** Identify the four chords in the following progression, providing the correct Roman numeral. The following chords may be used: I, IV, V, V⁷ and vi. The tonic chord will be heard before the progression is played. The progression will be played three times. (4 marks)

(i) _____ (ii) _____ (iii) _____ (iv) _____

8. **Aural analysis:** Listen to the following excerpt and answer all questions. The excerpt will be played twice with a short break between playings. (6 marks)

- (i) Describe the metre (e.g. simple duple) and name the time signature

Metre _____

Time signature _____ (2 marks)

- (ii) Name the scale that this melody is based on. _____ (1 mark)

- (iii) Name the form of this melody. _____ (1 mark)

- (iv) An anacrusis is employed in this piece. Write the rhythm that is played before the first complete bar.

_____ (1 mark)

- (v) Provide a suitable Italian term to describe the tempo this extract is played at.

_____ (1 mark)

Sample marking key

Year 9: Aural test

Name: _____

Mark: /50

1. **Scale recognition:** Listen to the following excerpts and name the scale which they are based on, choosing from:

major pentatonic, minor pentatonic, major, natural minor, harmonic minor (3 marks)

(i) natural minor (ii) major pentatonic (iii) harmonic minor

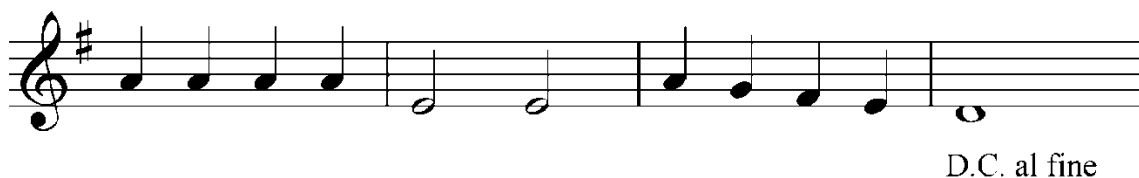
2. **Interval recognition:** Identify the bracketed intervals in the following melody.



(i) perfect 4th (ii) perfect 5th (iii) minor 6th (3 marks)

3. **Melodic dictation/aural analysis:**

- (i) Complete the following melodic dictation and insert the appropriate signs and symbols to make it the same as the example you hear being played. The dictation will be played four times. (9 marks)



[Transcribed from: *Au clair de la lune*. (18th century French folk song)]

- (ii) What is the form of this example? **Ternary** (1 mark)

Criteria	Mark
Bar 3 – missing notes (2 marks)	2
Bar 6 and 8– missing notes (2 marks)	2
Bar 7 – missing notes (2 marks)	2
Missing signs and terminology: Repeat sign, D.C. al fine, Fine (1 mark each)	3
Total mark	9

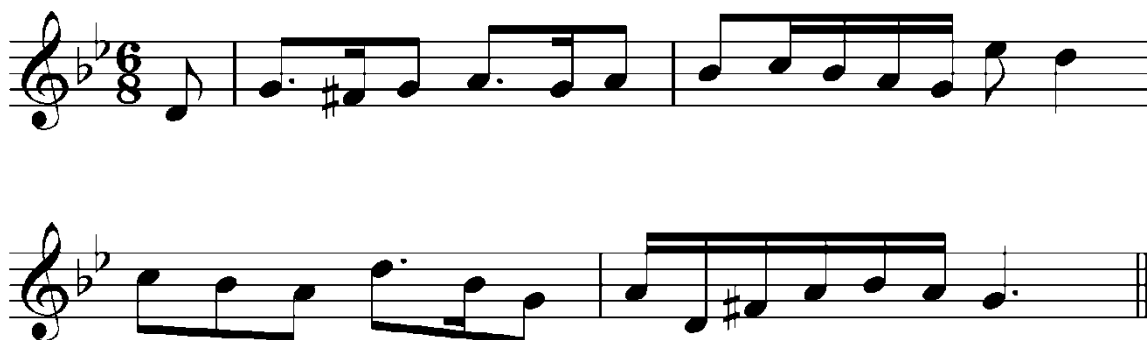
4. **Rhythmic dictation:** Listen to the following melody and complete the rhythm by adding bar lines, stems and dots to the given pitches. The dictation will be played four times. (10 marks)

Criteria	Mark
1 mark for each beat (16) (divide the total by 2 for a mark out of 8)	1–8
All bar lines correct	2
2–3 bar lines correct	1
0–1 bar lines correct	0
Total mark	10

5. **Discrepancies:** Listen to the following theme and three variations. Describe two ways that the theme has been varied for each variation you hear. (6 marks)

Variation	Variation techniques and difference from original theme
Variation 1	(i) modulated to the relative minor (ii) played at a slower tempo
Variation 2	(i) changed to compound time (ii) played staccato
Variation 3	(i) harmony part added below (ii) played at a softer dynamic (piano)
	1 mark per description
	6 marks

6. **Melodic dictation:** Provide the missing notes to complete the following melodic dictation. You may need to include accidentals in some bars. The dictation will be played four times. (8 marks)



Criteria	Mark
Bar 1	2
Bar 2 (1st beat)	2
Bar 2 (2nd beat)	1
Bar 3	1
Bar 4	2
Total mark	8

7. **Chord progressions:** Identify the four chords in the following progression, providing the correct Roman numeral. The following chords may be used: I, IV, V, V⁷ and vi. The tonic chord will be heard before the progression is played.

(i) **IV** (ii) **I** (iii) **V⁷** (iv) **vi** (4 marks)

8. **Aural analysis:** Listen to the musical excerpt and answer the following questions. (6 marks)



- (i) Describe the metre (e.g. simple duple) and name the time signature. (2 marks)

Metre: **simple triple**

Time signature: $\frac{3}{4}$

- (ii) Name the scale that this melody is based on. **harmonic minor** (1 mark)

- (iii) Name the form of this melody. **ternary** (1 mark)

- (iv) An anacrusis is employed in this piece. Write the rhythm that is played before the first complete bar. (1 mark)



- (v) Provide a suitable Italian term to describe the tempo this extract is played at. (1 mark)

Andante or moderato