



Sample assessment task	
Year level	Year 2
Learning area	The Arts
Subject	Music
Title of task	Growth and change
Task details	
Description of task	Students perform original compositions for their peers, including rhythm, pitch and dynamics, with correct timing and technique. Students demonstrate respectful audience etiquette.
Type of assessment	Summative
Purpose of assessment	To identify student's ability to communicate musical ideas through performance To identify students' ability to demonstrate performance skills To identify students' ability to demonstrate audience etiquette
Assessment strategy	Observation, written compositions, performances and self-reflections
Evidence to be collected	Composition, observation, videos of performances, self-reflections of performances
Suggested time	Up to 4 x 1 hour lessons
Content description	
Content from the Western Australian Curriculum	<p>Communication and recording of music ideas using graphic and/or standard notation, dynamics and relevant technology</p> <p>Development and consolidation of aural and theory skills by exploring the elements of music, including:</p> <ul style="list-style-type: none"> <li>rhythm (experience and identify time signatures <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{4}{4}</math>; use bar lines as a division for beats; terminology and notation for <math>\downarrow</math>, <math>\circ</math>)</li> <li>tempo (changing tempos)</li> <li>pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale)</li> <li>dynamics (getting louder, getting softer, very soft (<i>pp</i>) and very loud (<i>ff</i>))</li> <li>form (introduction, verse, chorus rounds and ostinato)</li> <li>timbre (sound qualities of instruments; matching different sounds to specific instruments)</li> <li>texture (melody and accompaniment)</li> </ul> <p>to create music</p> <p>Practise of simple songs and their own and others' compositions, to perform for different audiences</p> <p>Audience behaviour (responding appropriately in a given context)</p>

<b>Early Years Learning Framework</b>	<b>Outcome 5 – Children are effective communicators</b> <ul style="list-style-type: none"> <li>• Children express ideas and make meaning using a range of media</li> <li>• Children use information and communication technologies to access information, investigate ideas and represent their thinking</li> </ul>
<b>National Quality Standard</b>	<b>Quality Area 1 – Educational program and practice</b> 1.1 Program – The education 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. 1.2.3 Child directed learning Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
<b>Task preparation</b>	
<b>Prior learning</b>	See Year 2 Sample Teaching and Learning Outline. All prior learning in this outline (or similar) should have been explored before attempting this assessment task.
<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>	Individual performances
<b>Resources</b>	Devices Tuned percussion (xylophone) or piano/keyboard Tuneless percussion.

## Instructions for teachers

Note: the Year 2 Sample teaching and learning outline should accompany this assessment task and the sequence of lessons in this resource should be used when implementing this assessment task.

<b>Marking key</b>	
<b>Description</b>	<b>Record</b>
Uses standard notation and other symbols to communicate music ideas	
Uses standard notation correctly most of the time, and without prompting, to communicate musical ideas clearly. Independently uses a process to compose rhythm.	
Uses standard notation or graphic notation to communicate musical ideas, with some prompting. Uses a process and some support to compose rhythm.	
Uses standard notation or graphic notation to communicate ideas, and requires significant support to compose rhythm.	
<b>Description</b>	<b>Record</b>
Performs composition accurately – rhythm and pitch	
Plays composition accurately with correct rhythm and pitch.	
Plays composition somewhat accurately with some mistakes in either rhythm or pitch.	
Plays composition inaccurately with many mistakes in rhythm and pitch.	
<b>Description</b>	<b>Record</b>
Performs composition accurately – dynamics	
Consistently observes the dynamics of composition and makes few errors.	
Observes most dynamics in composition, with some errors.	
Observes limited dynamics in composition and makes many errors.	
<b>Description</b>	<b>Record</b>
Audience etiquette	
Displays appropriate audience etiquette independently and without prompting.	
Displays audience etiquette with some prompting.	
Displays audience etiquette inconsistently and with much prompting.	

Note: when reporting against audience etiquette, long periods of watching others perform can be challenging for such a young age. As such, use professional judgement about when and for how long this component will be assessed.

## 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

	<b>Provocations</b>	<b>Resources</b>
<b>Inside and outside spaces/environments</b>	Engaging with body percussion exercises and responding to various musical pieces based around the theme of growth and change	Various appropriate musical pieces
	Texts based around the theme of growth and change	Various texts
<b>Ambience/aesthetics</b>	Visual stimulus – lifecycles of various plants/animals	