



Sample assessment task	
Year level	Pre-primary
Learning area	The Arts
Subject	Music
Title of task	The big bang
Task details	
Description of task	<p>Students will listen to a familiar song and use familiar percussion instruments, experimenting with rhythm, tempo, pitch and dynamics, to play along with the music.</p> <p>Students will begin developing performance skills by recording and reflecting on their own and their peer's performances.</p>
Type of assessment	Formative
Purpose of assessment	<p>To identify students' ability to improvise and play with voice and/or instruments to perform key concepts of:</p> <ul style="list-style-type: none"><li>• rhythm</li><li>• tempo</li><li>• dynamics</li></ul>
Assessment strategy	Observation of students' participation and oral self-reflection (responses) to their performance
Evidence to be collected	Photographic evidence and short responses (teacher scribed)
Suggested time	2 x 1 hour lessons
Content description	
Content from the Western Australian Curriculum	<p>Improvisation with voice, movement and play to explore and create music ideas</p> <p>Development of aural skills by exploring the elements of music, including:</p> <ul style="list-style-type: none"><li>• rhythm (long, short; steady beat)</li><li>• tempo (fast, slow)</li><li>• pitch (high, low; pitch direction; distinguish between speaking and singing voice)</li><li>• dynamics (loud, soft)</li><li>• form (same, different; echo patterns)</li><li>• timbre (exploration of sounds produced on percussion instruments)</li></ul> <p>to create music</p> <p>Development of performance skills (singing chants, songs and rhymes, and playing classroom instruments in tune and in time)</p>
Early Years Learning Framework	<p><b>Outcome 4: Children are confident and involved learners</b></p> <p>Children resource their own learning through connecting with people, place, technologies and natural and processed materials</p>

<b>National Quality Standard</b>	<p><b>Quality Area 1 – Educational program and practice</b></p> <p>1.1 Program – The educational program enhances each child’s learning and development</p> <p>1.1.1 Approved learning framework</p> <p>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.</p> <p><b>Quality Area 3 – Physical environment</b></p> <p>3.2.2 Resources support play-based learning</p> <p>Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.</p> <p><b>Quality Area 5 – Relationships with children</b></p> <p>5.2.1 Collaborative learning</p> <p>Children are supported to collaborate, learn from and help each other.</p>
<b>Task preparation</b>	
<b>Prior learning</b>	<p>Students are familiar with and can use actions to represent: sound versus silence, fast versus slow and loud versus soft. They are familiar with the process of learning, singing and playing with familiar songs and speech rhymes and have familiarity with the instruments available.</p> <p>Students are still developing their skill in performing with instruments.</p>
<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. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
<b>Assessment task</b>	
<b>Assessment conditions</b>	<p>Group and/or individual performances</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• instruments</li> <li>• iPad/tablet, camera or other device to take photos and videos.</li> </ul>

## Instructions for teacher

[Based on *iSTAR – A model for connected practice with classrooms*. Western Australian Primary Principals' Association.]

<b>Inspire/inform</b>	<ul style="list-style-type: none"> <li>• Warm-up using actions for:             <ul style="list-style-type: none"> <li>▪ sound versus silence (open, moving hand versus closed fist)</li> <li>▪ fast versus slow (frantically moving hand versus slow motion hand)</li> <li>▪ loud versus soft (hands showing big versus small)</li> <li>▪ <i>high versus low (above the head versus on the floor) – optional</i></li> </ul> </li> <li>• Sing/say together a chosen song, speech rhyme or nursery rhyme, such as <i>Mary had a Little Lamb</i>, <i>Little Miss Muffet</i>, <i>Incy Wincy Spider</i> or <i>The Grand Old Duke of York</i>.</li> </ul>
<b>Show</b>	<ul style="list-style-type: none"> <li>• Model instrument use. Students should experiment with different instruments and this is a great way to divide groups.</li> <li>• Sing/say together the chosen song, speech rhyme or nursery rhyme, such as <i>Mary had a Little Lamb</i>, <i>Little Miss Muffet</i>, <i>Incy Wincy Spider</i> or <i>The Grand Old Duke of York</i>.</li> <li>• Ask single students to conduct the teacher in playing the rhyme on an instrument to model loud and soft; sound and silence and fast and slow using their actions. Occasionally the teacher should get it wrong so students can correct and instruct.</li> </ul>
<b>Tell</b>	<ul style="list-style-type: none"> <li>• Demonstrate how to play each instrument by playing on the beat correctly to evoke loud versus soft, (e.g. hitting harder and hitting softer, without damaging the instrument), fast versus slow (e.g. moving hands faster or slower, careful to differentiate from loud/soft), sound versus silence (hitting and not hitting).</li> <li>• Demonstrate and teach how to play the rhyme (or a part of the rhyme) on the instruments. Weaker students can simply try to play the beat along with the teacher and stronger students can try to play the whole rhyme.</li> <li>• Conduct the whole class on their instruments for them to demonstrate their skills.</li> </ul>
<b>Apply</b>	<ul style="list-style-type: none"> <li>• Break into smaller groups (you can do this by separating into groups of only one instrument <b>or</b> groups where each child has a different instrument).</li> <li>• Students work on communicating the rhyme using the following elements:             <ul style="list-style-type: none"> <li>▪ loud or soft (dynamics)</li> <li>▪ fast or slow (tempo)</li> <li>▪ long/short notes/sound or silence (rhythm).</li> </ul> </li> <li>• When students have had plenty of time to rehearse and they are ready, they will perform while the performance is recorded.</li> <li>• Extension (if applicable) – students can apply this knowledge to another familiar rhyme.</li> </ul>
<b>Reflect</b>	<ul style="list-style-type: none"> <li>• Answer the following questions:             <ol style="list-style-type: none"> <li>1. Which musical element was easiest? Hardest?</li> <li>2. What else could be changed (musical elements) to make the rhyme more interesting?</li> <li>3. What happens with the instruments we were using now that we have finished?</li> </ol> </li> </ul>

<b>Sample marking key</b>	
<b>Description</b>	<b>Record</b>
<b>Elements of music – beat</b>	
Independently follows teacher-led beat with accuracy.	
Follows teacher-led beat when supported in a smaller group.	
Follows the beat occasionally, or not at all, and may require additional assistance.	
<b>Description</b>	<b>Record</b>
<b>Elements of music – dynamics</b>	
Confidently and independently plays loud and soft.	
Confidently plays loud and soft when teacher-led.	
Requires teacher direction to play loud and soft.	
<b>Description</b>	<b>Record</b>
<b>Elements of music – rhythm</b>	
Plays a simple, repeated rhythm and shows sound and silence on their instrument, or with clapping.	
Plays a simple, repeated rhythm with some errors and identifies sound and silence.	
Plays a simple, repeated rhythm and requires guidance to identify sound and silence.	
<b>Description</b>	<b>Record</b>
<b>Elements of music – tempo</b>	
Confidently plays fast and slow and is able to show the difference between fast and slow and loud and soft.	
Follows peers to play fast and slow. Makes some errors by playing loud and fast or soft and slow.	
Requires support to play fast and slow. Confuses the two concepts of loud and soft and fast and slow.	

## Making connections across learning environments

### National Quality Standard: Quality Area 1 – Educational program and practice

1.1.1 Approved learning framework

### Quality Area 3 – Physical environment

3.2.2 Resources support play-based learning

### Quality Area 5 – Relationships with children

5.2.1 Collaborative learning

### Observations of individual learning behaviours

	<b>Provocations</b>	<b>Resources</b>
<b>Inside and outside spaces/environments</b>	<p><b>Using speech rhymes from music</b> Explore rhythms and sound patterns. Act out characters in speech rhymes, songs and nursery rhymes and use it to inform reading, writing and speaking tasks. Explore other cultures' approaches to playing percussive instruments.</p>	<p>Music from around the world (especially percussive music). Various speech rhymes and nursery rhymes.</p>
	<p><b>Counting songs</b> Use songs to help with counting, such as <i>One, Two, Buckle My Shoe</i>. Identify patterns in rhythms.</p>	<p>Various counting nursery rhymes and songs.</p>
	<p><b>Using songs of the past to explore oral traditions</b> Explore oral traditions through singing songs, movement and instruments, such as Aboriginal histories and culture shown through specific instruments, movement and songs. Explore songs of celebration and commemoration, such as the Australian National Anthem. Respond with personal opinions to these pieces of music.</p>	<p>Music from other cultures.</p>
<b>Ambience/aesthetics</b>	<p>Music from around the world.</p>	<p>Computer or CDs. Percussive instruments.</p>