




Sample assessment task	
Year level	3
Learning area	The Arts
Subject	Music
Title of task	Musical pictures
Task details	
Description of task	Students will listen to excerpts from <i>Pictures at an Exhibition</i> by Modest Mussorgski: 'Promenade 1,' 'The Gnome,' 'Promenade 2' and 'The Old Castle' and complete a written response.
Type of assessment	Summative
Purpose of assessment	To assess students' understanding of how specific musical elements are used in a piece of music to create mood and meaning.
Assessment strategy	Observation and anecdotal notes
Evidence to be collected	Written response
Suggested time	1 x 1 hour lesson
Content description	
Content from the Western Australian Curriculum	<p><b>Making Skills</b></p> <p>Development and consolidation of aural and theory skills, including:</p> <ul style="list-style-type: none"> <li>rhythm (simple time signatures, standard notation:  )</li> <li>tempo (changing tempos; terminology (<i>allegro</i>, <i>largo</i>, <i>moderato</i>))</li> <li>pitch (staff; treble clef; melodic shape)</li> <li>dynamics (terminology and symbols <i>forte</i> (<i>f</i>), <i>piano</i> (<i>p</i>), <i>crescendo</i>, <i>decrescendo</i>)</li> <li>form (binary (AB); repeat sign (:  ))</li> <li>timbre (how sounds are produced on different instruments, differentiate between two instruments when played together)</li> <li>texture (two rhythmic or melodic patterns played together)</li> </ul> <p>to create and perform music</p> <p><b>Responding</b></p> <p>Responses that identify how the elements of music combine to communicate ideas, mood and meaning</p>
Task preparation	
Prior learning	Students have previously listened to and responded to a variety of musical pieces. They have used movement to respond to music. Students are familiar with the sounds of common orchestra instruments. Students are familiar with terminology (e.g. tempo, pitch, dynamics and form).

<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>	Students complete the task independently; however, responses may be scribed by the teacher if necessary.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <i>Pictures at an Exhibition</i> by Modest Mussorgsky, specifically the excerpts 'Promenade 1,' 'The Gnome,' 'Promenade 2' and 'The Old Castle'.</li> <li>• optional YouTube links:            'Promenade 1' 'The Gnome':  <a href="https://www.youtube.com/watch?v=9e-IYVTUrpw">https://www.youtube.com/watch?v=9e-IYVTUrpw</a>            'Promenade 2' 'Il vecchio castello':  <a href="https://www.youtube.com/watch?v=iAD3sNI-L0w">https://www.youtube.com/watch?v=iAD3sNI-L0w</a> </li> <li>• response sheet.</li> </ul>

### Instructions for teacher

- Play *Pictures at an Exhibition* by Modest Mussorgsky, specifically the excerpts "Promenade 1,' 'The Gnome,' 'Promenade 2' and 'The Old Castle'.

Teacher explains the context of the music: Mussorgsky had a friend who was a painter. When his friend died, Mussorgsky wrote *Pictures at an Exhibition* that reflected some of his friend's specific paintings, so his friend would be remembered. He also created a piece of music called 'Promenade' which appears between most of the pieces to show a change in mood from one painting (piece of music) to another.

Teacher resource:

[https://cso.org/uploadedfiles/1\\_tickets\\_and\\_events/program\\_notes/programnotes\\_mussorgsky\\_pictures.pdf](https://cso.org/uploadedfiles/1_tickets_and_events/program_notes/programnotes_mussorgsky_pictures.pdf)

- Students move to the music, focusing on the emotions of the music.
- Think about the music and share ideas, in pairs and then as a class.

### Instructions to students

- You will listen to a recording of some excerpts from *Pictures at an Exhibition* by Modest Mussorgsky, specifically the excerpts 'Promenade 1,' 'The Gnome,' 'Promenade 2' and 'The Old Castle'.
- You will then be asked to complete a reflection based on the music you have heard.

*Pictures at an Exhibition by Modest Mussorgsky*

**'Promenade 1' and 'The Gnome'**

Why do you think the composer wrote these pieces of music?

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Listen to the music about the gnome and imagine what it might look like. Draw the gnome and add some words to describe it.

What instruments can you hear?

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Why do you think the composer chose these instruments to create the character of the gnome?

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How does the composer use dynamics, tempo and pitch to create the character of the gnome?

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**'Promenade 2' and 'The Old Castle'**

Listen to the music about the old castle and imagine what it might look like. Draw the castle and add some words to describe it.

Which instruments can you hear?

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Why do you think the composer chose these instruments to create the mood of the old castle?

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How is the music played and how are the instruments used to create the mood of an old castle?

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## Sample marking key

Description	Marks
Which instruments can you hear?	
Correctly identifies most instruments used to portray the character of the gnome and the mood of the castle.	3
Correctly identifies some of the instruments used to portray the character of the gnome and the mood of the castle.	2
Identifies one or two of the instruments used to portray the character of the gnome and the mood of the castle.	1
<b>Subtotal</b>	<b>3</b>
Description	Marks
Why did the composer choose these particular instruments?	
Offers a personal opinion, using musical terminology and specific examples from the pieces of music to explain reasons for instrumentation.	3
Offers a personal opinion, using specific examples from the pieces of music to explain reasons for instrumentation.	2
Offers a personal opinion.	1
<b>Subtotal</b>	<b>3</b>
Description	Marks
How does the composer use dynamics, tempo and pitch to create characters and mood?	
Describes a variety of techniques the composer uses to create characters and mood, using detail and musical terminology and includes an example of dynamics, tempo and pitch.	3
Describes some techniques the composer uses to create characters and mood, using some examples and musical terminology and includes an example of dynamics or tempo or pitch.	2
States limited techniques the composer uses to create characters and mood in a general way.	1
<b>Subtotal</b>	<b>3</b>
Description	Marks
How are the instruments used to create mood and story?	
Explains the reasons for the choice of specific instruments, using correct musical terminology. Describes the way they are used and how this creates mood and story.	3
Describes some general reasons for the choice of instruments, using correct musical terminology and how this creates mood and story.	2
Lists some general reasons for the choice of instruments and states how this creates mood.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>12</b>