



Sample assessment task

Year level	8
Learning area	The Arts
Subject	Music
Title of task	Responding: Analysis and context

Task details

Description of task	<p>Australian Contemporary Context</p> <p>Students are to write a descriptive passage to be used as program notes for two concert items.</p> <p><i>The task can be adapted to include repertoire appropriate to context.</i></p> <p>Students view a number of short videos on which they may base their program notes. They will be required to provide details about each song, referring to the elements of music and other musical features such as structure, instrumentation, rhythm, lyrics, dynamic and expressive devices, harmony and timbre/tone colour. They will need to also consider the cultural and historical factors, stylistic and contextual characteristics and performer/audience roles. In addition, they are to include a short musical biography on the composer/artist and discuss their contribution to Australian Contemporary music.</p>
Type of assessment	Summative
Purpose of assessment	To assess students' knowledge at the end of a learning cycle May be used in conjunction with a biographical task or performance
Assessment strategy	Written assessment
Evidence to be collected	Completed written assessment
Suggested time	Three sessions or approximately 180 minutes. This could be done as one session in class and the remainder finished as a homework task.

Content description

Content from the Western Australian Curriculum	<p>Analysis and context</p> <p>Identification of and discussion about the use and treatment of specific elements of music in a range of works, using defined frameworks, identified criteria and appropriate music terminology</p> <p>Identification, description and comparison of music and music practices across a range of cultural, social and historical contexts</p> <p>Response, Interpretation and Evaluation</p> <p>Use of specific criteria and given frameworks to evaluate performances, outlining strengths and providing ways to improve their own and the performances of others when giving and receiving feedback</p> <p>Selection and use of criteria to make informed opinions, observations and evaluations about music and identification of personal preferences, articulating the reasons for them</p> <p>Exploration and identification of different purposes, roles and responsibilities in music making activities as both performer and audience member</p>
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Task preparation	
Prior learning	Students have completed a unit based around Australian Contemporary music, studying the music of various bands and artists. They have the knowledge and skills to identify and describe the use of the elements of music in Contemporary music. They have read and discussed examples of program notes, and have the literacy skills to write independently.
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	<ul style="list-style-type: none"> • Students will need approximately 180 minutes to complete this task. • Students should spend 30–60 minutes viewing the two songs performed, during which they use the scaffolded table to complete thorough notes on each song. • Students should then spend approximately 30–60 minutes using computers to research the artist/band and include a bibliography. • Students should spend the remaining time compiling their program notes, submitting both the handwritten draft, and final typed copy.
Resources	<ul style="list-style-type: none"> • Videos – select videos that complement the teaching program. • There are videos available on YouTube of Australian artists, including The Living End, Paul Kelly, Gyroscope, Powderfinger, Sarah Blasko, Missy Higgins and Guy Sebastian. Please view before showing to class, checking for quality and explicit language. There are also some available on Click View and through the Triple J website. Edits can be easily made. Students are only required to write notes on two songs. • Task sheet: Elements of music and other musical features table, note-taking page, bibliography and lined paper for draft. • Computers for final copy.

Instructions to students

Year 8: Responding – Analysis and context

Name: _____

Total mark /55

WANTED: A NEW MC

THIS POSITION HAS BEEN FILLED!

You have just landed a new job! You are the MC for the next gig at 'The Bandroom'. Your job is to introduce the band/artist and provide background and information on the first two songs. You will need to provide some biographical information and discuss the band's/artist's contribution to the Contemporary Australian music scene and briefly explain why these songs are so significant.

When introducing each song, you will be required to refer to the use of the elements of music and other musical features, including form/structure, instrumentation, rhythm, lyrics, dynamic and expressive devices, harmony and timbre/tone colour.

You are required to submit all your notes, bibliography, elements of music table, draft program notes and a final typed copy.

You will have a range of Australian bands/artists from which to choose. The videos have been edited to only two songs in length. If you would like to choose another video and/or band/artist, you will need to discuss this with your teacher.

Band/artist chosen: _____

Song One: _____

Song Two: _____

Part One: Elements of music and other musical features**(14 marks)**

View the performances and take notes on the elements of music and musical features listed in the table below. You may need to watch the video a number of times.

Element	Song One	Song Two
Instrumentation		
Rhythm (meter, tempo, rhythmic characteristics)		
Structure		
Dynamics/expressive devices		
Harmony		
Timbre/tone colour (of each instrument/voice and the overall timbre)		
Lyrics		

Part Two: Note taking**(18 marks)**

Using the internet and any other resources available, research biographical information and identify the band's/artist's contribution to the Australian Contemporary music scene.

Information on band/artist	
When did they form?	
Where in Australia did they originate?	
What are some of their musical influences?	
How many albums have they recorded?	
Quirky facts!	
Contribution to the Australian Contemporary music scene	
Why has this band/artist been so successful in the Australian music scene?	
Has this band/artist received any awards/nominations/achievements? If so, which are the most significant?	
Has this band/artist had international success? What have been some of their musical highlights?	

Song information		
	Song One:	Song Two:
Year it was written		
Album it was released on		
Significance of song		

Bibliography:

(2 marks)

Part Three: Program notes (MC notes)

(20 marks)

In the space below, draft your MC notes. Use full sentences to organise the information you collected above. Use the boxes to help structure your notes. Once this is completed, you may complete your final copy.

Introduction: *Introducing yourself, venue and band/artist* (2 marks)

1st paragraph: *Background information on band/artist* (3 marks)

2nd paragraph: *First song* (5 marks)

3rd paragraph: *Band/artist's contribution*

(3 marks)

4th paragraph: *Second song*

(5 marks)

5th paragraph: *Other significant or interesting information; conclusion*

(2 marks)

Part Four: Final copy

(3 marks)

Using the computer, type a final copy of your response and submit with your notes and draft.

Your final copy should be in essay form, with correct spelling, grammar and full sentences. You may like to add two images of the band/artist if you wish. Your overall presentation should be neat and clearly organised.

Sample marking key		
Part One: Elements of music and musical features		
Year 8: Responding – Analysis and context		
Name: _____	Total mark /55	
Part One: Elements of music and musical features	Marks	
Song One		
Correctly identifies the element of music or musical feature indicated in the table and provides comprehensive details of how the element is utilised in the song.	2	
Correctly identifies the element of music or musical feature indicated in the table and provides some detail of how the element is utilised.	1	
Incorrectly identifies the element of music or musical feature and/or provides limited or no details of how it is utilised in the song.	0	
2 marks per element x7		14
Song Two		
Correctly identifies the element of music or musical feature indicated in the table and provides comprehensive details of how the element is utilised in the song.	2	
Correctly identifies the element of music or musical feature indicated in the table and provides some detail of how the element is utilised.	1	
Incorrectly identifies the element of music or musical feature and/or provides limited or no details of how it is utilised in the song.	0	
2 marks per element x 7		14
Total out of 28 (divide by 2)		28
Total Part One		14
Part Two: Note taking		
Information on band/artist		
When did they form?	1	
Where in Australia do they originate?	1	
What are some their musical influences?	1	
How many albums have they recorded?	1	
Quirky facts!	1–2	
Total		6
Contribution to the Australian Contemporary music scene		
Why has this band/artist been so successful in the Australian music scene?	1–2	
Has this band/artist received any awards/nominations/achievements? If so, which are the most significant?	1–2	
Has this band/artist had international success? What have been some of their musical highlights?	1–2	
Total		6
Song information	Song One:	Song Two:
Year it was written.	1	1
Album it was released on.	1	1
Significance of song.	1–2	1–2
4		4
Total out of 8 (divide by 2)		4

Bibliography		
Detailed bibliography provided		1–2
Limited details or no bibliography provided		0
Total		2
Total Part Two		18
Part Three: Program notes (MC notes)		
Paragraph	Criteria	Marks
Introduction	Clear and effective introduction of venue, MC and band/artist.	1–2
	Introduction not clear or/and information missing.	0
1st paragraph Background information on band/artist	Provides a highly articulate response, providing accurate and relevant information about the band/artist.	3
	Provides an articulate and well-structured response, providing some accurate and relevant information about the band/artist.	1–2
	Provides a poorly written response and/or uses irrelevant or incorrect information about the band/artist.	0
2nd paragraph First song	Provides a highly articulate and well-structured response, correctly identifying the elements of music and musical features and describing how they are used in the song.	5
	Provides a mostly articulate and structured response, correctly identifying several elements of music and musical features, describing how most of them are used in the song.	3–4
	Provides a satisfactory response, identifying most of the elements of music and briefly outlining how some of them are used in the song.	1–2
	Provides a simplistic, generalised response, with brief, incorrect, or irrelevant references to the use of minimal elements of music or musical features.	0
3rd paragraph Band/artist contribution	Provides a highly articulate response, providing relevant information about the band's/artist's contribution to the Australian Contemporary music scene.	3
	Provides a satisfactory response, providing mostly relevant information about the band's/artist's contribution to the Australian Contemporary music scene.	1–2
	Provides a simplistic, generalised response, with irrelevant or incorrect information about the band's/artist's contribution to the Australian Contemporary music scene.	0
4th paragraph Second song	Provides a highly articulate and well-structured response, correctly identifying the elements of music and musical features and describing how they are used in the song.	5
	Provides a mostly articulate and structured response, correctly identifying several elements of music and musical features, describing how most of them are used in the song.	3–4
	Provides a satisfactory response, identifying most of the elements of music and briefly outlining how some of them are used in the song.	1–2
	Provides a simplistic, generalised response, with brief, incorrect, or irrelevant references to the use of minimal elements of music or musical features.	0

5th paragraph Other significant or interesting information; conclusion	Incorporates a well-constructed conclusion, summarising the main points, and including other significant and/or interesting information.	1–2
	Conclusion is not clear and/or does not refer to all of the main points.	0
Total Part Three		20

Part Four: Final copy		
Literacy: Spelling and grammar and presentation	The final response demonstrates an excellent understanding of sentence structure and paragraph writing, consistently using correct spelling and grammar, and is clearly and neatly presented.	3
	The final response demonstrates a good understanding of sentence structure and paragraph writing, using mostly correct spelling and grammar in a mostly neat and clear presentation.	2
	The final response demonstrates a satisfactory understanding of sentence structure and paragraph writing, with occasional errors in spelling and grammar and an inconsistent presentation, with some untidy and unclear sections.	1
	There are many errors and inconsistencies throughout the response, demonstrating a lack of understanding of sentence structure, paragraph writing, spelling and grammar and the overall presentation is untidy, disorganised and unclear.	0
Total Part Four		3

Parts	Marks
Part One	14
Part Two	18
Part Three	20
Part Four	3
Total	55