

Government of **Western Australia School Curriculum and Standards Authority**



	5-				
Sample assessment task					
Year level	7				
Learning area	The Arts				
Subject	Music				
Title of task	Rhythmic rondo (ABACA)				
Task details					
Description of task	Students will individually compose two sections of a three-part rhythmic rondo, given the A section. They will be asked to incorporate an ostinato in one of the parts and must include dynamics and expressive devices such as accents. Students will then be organised into groups of three to practise and perform each other's compositions to the class. The compositions can be performed using percussion instruments and/or body percussion, or students can add lyrics to the rhythm and perform a spoken Rondo.				
Type of assessment	Composing and arranging				
Purpose of assessment	Could both inform progression of learning in a unit, and could also be used as a summative task at the end of a unit. Students creatively apply an understanding of form, ostinato, rhythmic patterns, dynamics and expressive devices in their compositions and are also assessed on their performance of their compositions as part of an ensemble.				
Assessment	Written composition, using conventional notation on worksheet provided				
strategy	Score reading and ensemble performance of a compositional idea				
Evidence to be collected	Composition task sheet, anecdotal notes summarising process, video recordings of performances of compositions, evaluation and feedback sheets				
Suggested time	The whole process is expected to take about 180 minutes or three class sessions to complete.				
Content descript	ion				
Content from the Western Australian Curriculum	Aural and Theory Development of aural skills, aural memory and inner hearing to identify, sing/play-back and transcribe pitch and rhythm patterns				
	Composing and arranging Use of structured composition tasks to compose and arrange music, improvising and experimenting with specific music elements to explore and develop music ideas Use of invented and conventional notation, specific music terminology and available technologies to record and communicate music ideas				
	Practical and performing skills Development of technical and expressive skills through practice and rehearsal, of a variety of solo and ensemble music				
	Development of ensemble skills, working together to balance and blend tone and volume; and maintain safety, correct posture and technique when using instruments and technologies				

	Response, interpretation and evaluation Use of given frameworks and reflective strategies to evaluate music performances and discussion of different points of view Communication of thoughts and feelings about music using given criteria to form and express personal opinions Exploration and discussion of different audience behaviour and performance traditions across a range of settings and musical styles (The specified content listed under the Elements of Music for the relevant year level will be integrated throughout.)				
Task preparation					
Prior learning	Students have performed rhythmic canons, and completed rhythmic activities as part of aural and theory lessons, including echo clapping, rhythmic dictations, rhythmic discrepancies, rhythmic compositions and rhythm regrouping activities				
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	Stadents will marriadally complete the composition of the Band C sections in class				
Resources	worksheet, pencil and eraser				
	AV equipment parayasian or other instruments, as available				
	percussion or other instruments, as available				

Instructions for teacher

- Students will need about 180 minutes or three class sessions to complete the task depending on the number of students in the class.
- It should take 15–20 minutes for teachers to teach, practise and perform the given A section as a class, practising each part and then dividing the class into three to perform all parts together. (This can be done in a variety of ways: putting the beat in the feet and rhythm in the hands, using time names, performing each part in pairs, with one person tapping the beat on the shoulders of the other person clapping the rhythm and alternating for each part.)
- Students should then be given 40 minutes to complete the composition of the B and C sections individually on the manuscript provided. All compositions must be handwritten, with no computers or instruments to be used in the composition process.
- Students will then be organised into groups of three and given 30 minutes to practise the compositions of each group member to perform to the class. Classroom percussion and available instruments can be used by students to practise and perform their compositions. Depending on the number of students in the class, it should take 20–30 minutes to perform and record each group's compositions (three in total for each group).

Instructions to students

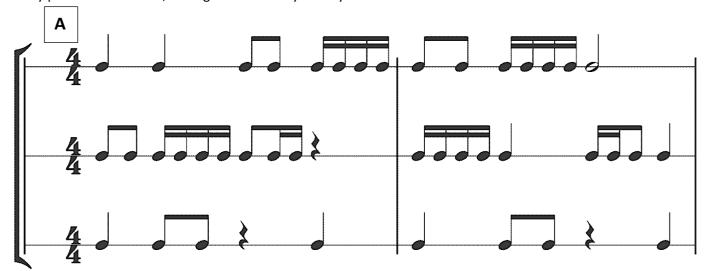
Year 7 Composition: Rhythmic rondo (ABACA)

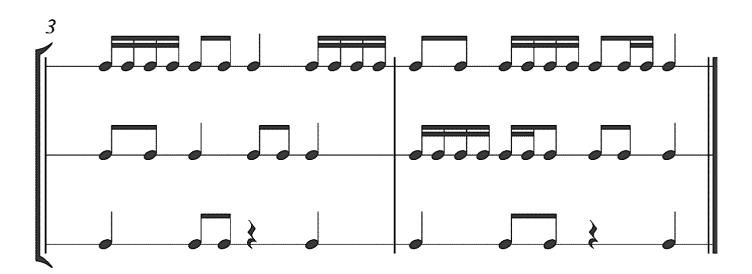
The extract provided below is to be the **A** section of your rhythmic rondo composition. You will spend 15-20 minutes as a class, sight reading the rhythm for each part. The class will then be divided into three parts and perform the **A** section together, alternating parts until everyone has had an opportunity to perform each part. Students will then individually complete the rhythmic rondo composition by adding a contrasting **B** section and **C** section.

You must include the following:

- a variety of rhythms
- an ostinato in one of the parts
- dynamics and other expressive devices such as accents in all parts.

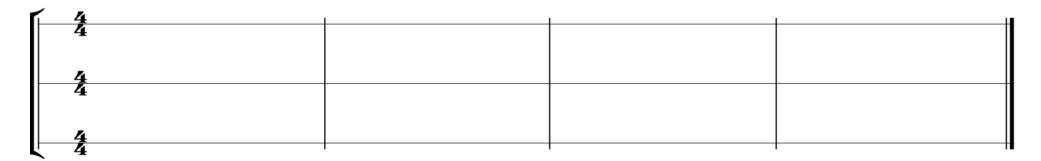
Once you have completed your composition, you will be organised into groups of three. In these groups, you will practise, perform and record each person's composition. For each composition, you are to allocate a part to each member. You will then perform and record your rondo composition to the class using percussion instruments, body percussion or voice, adding text to the rhythm if you wish.







С



Α



Name:_____

Group members:

Self-reflection: Composition review

1.	Did you find this task easy or challenging? Tick the correct box and give two reasons to support your choice
	Easy Challenging
(i)_	
(ii)_	
2.	Which aspects of your final composition were you happy with?
3.	Were you happy with the performance of your composition?
4.	Is there anything you would change in your composition after hearing it performed?
	formance review
1.	What aspects of your performance were you happy with?
 2. 	Which aspects of your performance would you like to improve?
3.	Did the ensemble work well together? If so, why; if not, why not?

4.	What aspects of the performance did you enjoy or not enjoy? Why?
5.	Is there anything your group could do to improve its performance?
6.	Choose another group's composition. Give two reasons why you liked its performance best.
Gro	up:
(i)	
(ii)_	
7.	Did you enjoy this task overall? Provide reasons to explain why you did or did not enjoy the task.

Sample marking key	
Part 1	
Description	Marks
Rhythmic accuracy and grouping	
All rhythms are correctly notated and grouped according to the time signature.	4–5
Most rhythms are correctly notated and grouped according to the time signature.	2–3
Most rhythms are incorrectly notated and not grouped according to the time signature.	1
Subtotal	5
Description	Marks
Variety of rhythm	- IVIGINO
Effectively uses a variety of rhythms.	3
Uses a variety of rhythms.	2
Uses a limited range of rhythm.	<u></u> 1
Subtotal	3
Description	Marks
Form and structure	
Clearly demonstrates Rondo form, with both the B and C sections providing effective contrast to the original A theme.	4–5
Demonstrates Rondo form, with both the B and C sections providing some contrast to the original A theme, or only one theme provides effective contras.t	2–3
Does not demonstrate Rondo form, with minimal contrast evident in the B and C sections or completes only one section that provides little contrast to the original A theme.	1
Subtotal	5
Description	Marks
Ostinato	
Correctly includes an effective ostinato pattern in one of the sections.	2
Includes a simple ostinato pattern in one of the sections.	1
Does not include an ostinato pattern.	0
Subtotal	2
Description	Marks
Dynamics and expressive devices	
Demonstrates effective use of dynamics and expressive devices.	3
Demonstrates an inconsistent and sometimes ineffective use of dynamics and expressive devices.	2
Demonstrates little and/or inappropriate use of dynamics and expressive devices.	1
Subtotal	3

Description	Marks
Score and presentation	
Presents a neat and accurate score with correct alignment.	2
Presents a neat and mostly accurate score with some minor errors in alignment.	1
Presents an untidy score with several errors.	0
Subtotal	2
Description	Marks
Performance of composition	
Performance effectively communicates compositional ideas.	3
Performance generally communicates compositional ideas.	2
Performance inconsistently communicates compositional ideas.	1
Performance does not communicates compositional ideas.	0
Subtotal	3
Description	Marks
Ensemble participation	
Works well with others to effectively rehearse and perform as part of an ensemble requiring little or no guidance.	2
Works well with others to rehearse and perform as part of an ensemble only needing occasional guidance.	1
Requires constant guidance and assistance to rehearse and perform as part of an ensemble.	0
Subtotal	2
Total	25

Comments				
	,			
			,	
Teacher signature:				