



Sample assessment task	
Year level	8
Learning area	The Arts
Subject	Music
Title of task	Aural test
Task details	
Description of task	Students complete an aural test using the test paper provided. All musical examples will be played either on the piano or from a recording. Questions include: recognition of scale types, intervals, form and chords, discrepancies, aural analysis, rhythmic and melodic dictations.
Type of assessment	Summative
Purpose of assessment	To assess students' knowledge at the end of a learning cycle
Assessment strategy	Written work
Evidence to be collected	Completed written test paper
Suggested time	1 hour
Content description	
Content from the Western Australian Curriculum	<p>Aural and theory</p> <p>Development of aural skills, aural memory and inner hearing to identify, sing/playback and notate simple pitch and rhythmic patterns, melodic contour and chords in isolation and in simple progressions</p> <p>Aural recognition of one or more elements of music in short excerpts (not all content may be relevant to the selected context)</p>
Task preparation	
Prior learning	Students have practised aural skills in class, singing, playing, identifying and writing intervals, chords, scales, discrepancies, and rhythmic and melodic dictations. They have been exposed to a variety of musical forms and associated terms and symbols such as repeat signs, first and second time bars, DC al fine and coda in integrated aural and visual analysis tasks, and simple theory and composition exercises.
Assessment differentiation	<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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
Assessment conditions	Aural assessment under test conditions
Resources	<ul style="list-style-type: none"> • Test paper • Recordings and piano or other suitable instrument to play musical examples

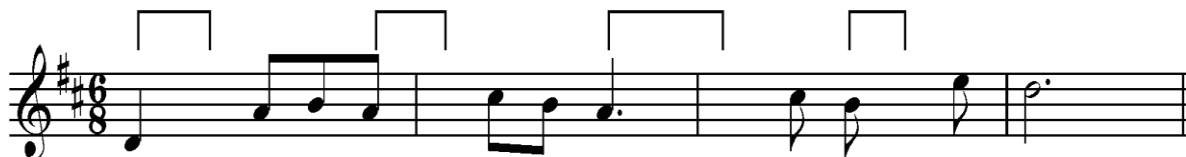
Instructions to students

Year 8: Aural and theory assessment task

Name: _____

Total /65

1. The following example will be played four times. Identify the resulting interval created by the pair of notes in each bracket. (4 marks)

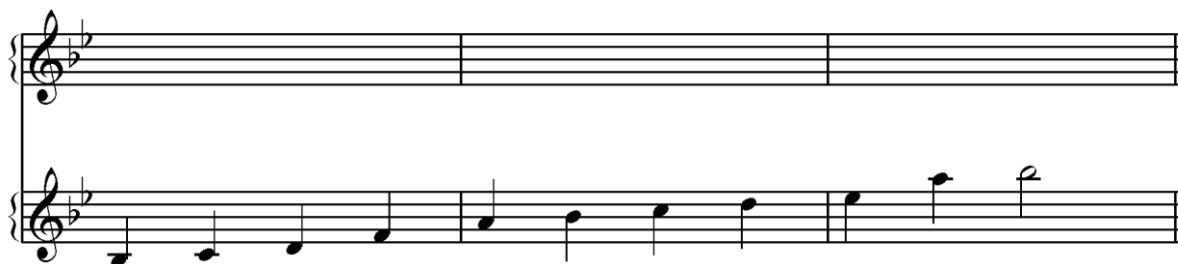


(i) _____ (ii) _____ (iii) _____ (iv) _____

2. Listen to the following scales. Each example will be played three times.

- (a) Name the scale, circle the incorrect pitches and write the correct version on the staff provided. (6 marks)

Scale: _____



- (b) Circle the two incorrect pitches and one rhythmic error and name the scale on which this tune is based. (3 marks)

Scale: _____



3. Listen to the following example and insert the following clearly on the score below. (7 marks)
- (i) term indicating the tempo
 - (ii) any articulation marks including accents or staccato
 - (iii) any symbols indicating expression
 - (iv) any terms relating to changes in tempo

4. Listen to the following triads and complete the score below. You must add two notes above and/or below each given pitch to form seven triads. Name each triad using Roman numerals. The first triad is given. (14 marks)

I _ _ _ _ _ _

5. Listen to the following example and complete the following on the score. You will hear the example six times. (16 marks)
- (i) Time signature
 - (ii) Bar lines as required
 - (iii) Rhythm of the given pitches, correctly grouped

6. Listen to the following example and complete the melody on the score below. The rhythm has been given and the melody will be played eight times. (15 marks)

Sample marking key

Part 1	
Description	Marks
Question 1	
One mark for naming each interval correctly:	1-4
<p>(i) Major 3rd (ii) Perfect 4th (iii) Perfect 5th (iv) Major 2nd</p>	
Subtotal	4
Description	Marks
Question 2 – (a)	
<p>Scale: major pentatonic (or <i>doh</i> pentatonic)</p>	2
2 marks for identifying and circling three incorrect notes.	
1 mark for identifying and circling 1–2 incorrect notes.	1
1 mark for identifying correct scale.	1
1 mark for each correct pitch.	1–3
Subtotal	6
Description	Marks
Question 2 – (b)	
	1-2
2 marks for identifying and circling all errors.	
1 mark for identifying and circling 1–2 errors.	1
1 mark for naming scale correctly.	1
Subtotal	3
Total	10

1. The following example will be played four times. Identify the resulting interval created by the pair of notes in each bracket.



- (i) Major 3rd (ii) Perfect 4th (iii) Perfect 5th (iv) Major 2nd

Criteria	Mark
1 mark for naming each interval correctly.	1–4
Total	4

2. Listen to the following scales. Each example will be played three times.

- (a) Name the scale, circle the incorrect pitches and write the correct version on the staff provided.

Scale: major pentatonic (or *doh* pentatonic)



Criteria	Mark
2 marks for identifying and circling three incorrect notes.	2
1 mark for identifying and circling 1–2 incorrect notes.	1
Sub-total	2
1 mark for identifying correct scale.	1
1 mark for each correct pitch.	1–3
Sub-total	3
Total	6

- (b) Circle the two incorrect pitches and one rhythmic error and name the scale on which this tune is based.

Scale: natural minor x x x _____



Criteria	Mark
2 marks for identifying and circling all errors.	2
1 mark for identifying and circling 1–2 errors.	1
Sub-total	2
1 mark for naming scale correctly.	1
Total	3

3. Listen to the following example and insert the following clearly on the score below.

- (i) A term indicating the tempo
- (ii) Any articulation marks, including accents or staccato
- (iii) Any symbols indicating expression
- (iv) Any terms relating to changes in tempo

Allegro

mf *f* **accel.**

5 *p* **rit.**

Criteria	Mark
1 mark for appropriate tempo indication.	1
2 marks for correctly indicating all articulation (all 10 staccato notes, 4 accents).	2
1 mark for correctly indicating some of the articulation (5–9 staccato notes, 2–3 accents).	1
Sub-total	2
2 marks for correctly indicating all 5 dynamic indications.	3
1 mark for correctly indicating 3–4 dynamic indications.	2
Sub-total	2
1 mark for each correct tempo change term.	1–2
Total	7

4. Listen to the following triads and complete the score below. You must add two notes above and/or below each given pitch to form seven triads. Name each triad using Roman Numerals. The first triad is given and is the tonic.

I I IV I V I IV I

Criteria	Mark
1 mark for each correct triad (notes).	1–7
1 mark for each correct chord symbol (Roman numerals).	1–7
Total	14

5. Listen to the following example and complete the following on the score. You will hear the example six times.

- (i) time signature
- (ii) bar lines as required
- (iii) rhythm of the given pitches, correctly grouped



1 mark 2 marks 2 marks 1 mark 1 mark 2 marks 1 mark 1 mark

Criteria	Mark
Correct time signature.	1
Correct placement of all bar lines.	2
1–2 errors with placement of bar lines.	1
Sub-total	2
Correct rhythm (marks per beat indicated above).	1–11
All rhythmic grouping correct.	2
1–2 errors in rhythmic grouping.	1
Sub-total	2
Total	16

6. Listen to the following example and complete the melody on the score below. The rhythm has been given and the melody will be played eight times.



Criteria	Mark
1 mark for each correct pitch.	1–13
1–2 marks for melodic contour.	1–2
Total	15