Music Stage 4 – sample assessment task

Beats and tunes

# Stage 4 – Beats and tunes – assessment task

**Assessment due date**: Term 1, Week 10

**Outcomes being assessed**

A student:

* **MU4-PER-01** uses performance skills to demonstrate understanding of the elements of music and communicate musical ideas
* **MU4-LIS-01** uses listening skills to describe music in relation to stylistic, cultural, historical or social contexts and the elements of music
* **MU4-COM-01** improvises, arranges or composes using the elements of music to create musical ideas

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## Task description

Present a portfolio that showcases your learning in the ‘Beats and tunes’ unit. The contents of the portfolio are to be selected using class tasks from throughout the term. Select one class task that best showcases your learning for each of the 3 focus areas – performing, listening and composing. Include a reflection statement for each piece of work presented in the portfolio.

Example – performance feedback and self-reflection, rhythmic composition and self-reflection, completed directed listening sheet.

## Submission details

Your teacher will guide you to select the best submission format.

Your portfolio could be submitted in one of the following ways:

* In your music workbook – identify the pages and activities you would like to include in your submission.
* Verbal discussion – share and discuss your 3 portfolio items with your teacher.
* In digital format – scan, screenshot, take photos of or provide links to your completed activities, collate into one digital document and submit to your teacher.

## Formative check-in opportunities

Whole class, group and individual feedback will be provided verbally throughout the term as class activities are undertaken. For example, rhythmic and melodic dictations, performance rehearsal time and composition writing lessons. Self-marking activities and quizzes will provide opportunities throughout the course to assist with self-regulation of learning.

## Class activities

Table 1 – class activities

|  |  |  |
| --- | --- | --- |
| Performing | Composing | Listening |
| * Beats and Pieces performance and self-reflection * Good For-tunes performance and self-reflection * *Allegro* (Spring) performance and self-reflection * Performance preparation self-reflection | * 2-bar rhythm composition * 2-bar rhythmic composition for untuned percussion * 4-bar melodic composition * 8bar pentatonic scale composition * Self-reflection on composition process | * Online activities – beat and rhythm * Activity sheet – Gamelan Orchestra * Online activities – pitch * Listening quiz – untuned percussion * Notes and values worksheet * Treble clef worksheet * Directed listening sheet – *Allegro* (Spring) * Rhythmic and melodic dictations |

# Steps to success

Table 2 – assessment preparation schedule

|  |  |
| --- | --- |
| What I need to do | Ways I can do this |
| Actively participate in all class performance activities, rehearsals and performances. | * Try my best to actively sing and play body and mallet percussion in each lesson * Be consistent and persistent in practice * Reflect on my strengths and identify areas for improvement during performance preparation and after a performance * Work well on my own and in a group * Ask for help if I feel I need support in building my skills |
| Listen and discuss sound and notation knowledge to all class tasks. | * Aurally and visually identify untuned and tuned percussion instruments * Practise writing music notation including recalling their value * Listen to and notate rhythmic and melodic dictations * Listen to and explore music of different genres and styles * Ask for help if I feel I need support in building my skills |
| Experiment with and compose original ideas using listening and notation skills. | * Actively participate in all classroom composition activities * Practise writing music notation including note and rest symbols, time signature and barlines * Experiment with rhythmic and melodic ideas * Notate rhythmic and melodic ideas * Ask for help if I feel I need support in building my skills |

**Note:** more than one opportunity will be provided to demonstrate each success criteria ensuring that absence should not impact a student’s ability to submit a complete portfolio.

# Assessment rubric

Table 3 – assessment rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | A | B | C | D | E |
| Performing demonstrates performance skills that communicate musical ideas and consider the elements of music. | I can perform demonstrating sustained control of accuracy, fluency and technical skills.  I can perform in an ensemble with effective musical expression, balance and consideration of the elements of music. | I can perform demonstrating control of accuracy, fluency and technical skills with minor blemishes.  I can perform in an ensemble that communicates cohesive musical ideas with consideration to balance and the elements of music. | I can perform with some control of accuracy, fluency and technical skills.  I can perform in an ensemble that communicates musical ideas with some consideration to balance and the elements of music. | I can perform with inconsistent control of accuracy, fluency and/or technical skills.  I can perform in an ensemble that is inconsistent in communicating musical ideas with little consideration given to balance and the elements of music. | I can perform with limited control of accuracy, fluency or technique.  I can perform in an ensemble that demonstrates limited musical ideas, balance issues and limited consideration of the elements of music. |
| Listening demonstrates listening skills through using appropriate musical terminology or notation to describe the music. | I can use listening skills to effectively document musical content using appropriate music terminology or notation. | I can use listening skills to document musical content using appropriate music terminology or notation. | I can use listening skills to document musical content using mostly appropriate music terminology or notation. | I can use listening skills to attempt to document musical content using some music terminology or notation. | I can use listening skills to attempt to document musical content using limited music terminology or notation. |
| Composing demonstrates composition skills by exploring and notating short musical ideas for percussion instruments. | I can consistently apply appropriate notation and the elements of music to organise coherent musical ideas for percussion instruments. | I can apply appropriate notation and the elements of music to organise coherent musical ideas for percussion instruments. | I can use appropriate notation and the elements of music to organise musical ideas for percussion instruments. | I can use some appropriate notation and the elements of music to organise musical ideas for percussion instruments. | I can attempt to use some appropriate notation and some elements of music to organise musical ideas for percussion instruments. |

# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, or to provide feedback, contact the Creative arts Curriculum team by emailing [creativearts7-12@det.nsw.edu.au](mailto:creativearts7-12@det.nsw.edu.au).

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Explicit teaching:** further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Consulted with**: Curriculum and Reform, Strategic Delivery, Inclusive Education, and subject matter experts.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education).

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [The Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 3.2.2, 3.3.2.

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# References

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