

Reading the Tasks and Results

ABOUT THE TASK

WHAT THE STUDENTS READ OR HEARD (BLUE)
MARKING CRITERIA (RED)

PERFORMANCE PATTERNS

The content, instructions and key resources are shown for each task, as they were presented to the students. Sentences in bold blue are an instruction to the teacher administrator. The students' results are shown in red.

Students did this task by themselves in a one-to-one setting. See p8 for descriptions of all four approaches used.

Trend Task: Short'n Bread

Approach: One to one **Year:** 4 & 8

Focus: Maintaining and creating melodic patterns

Resources: Video on laptop computer; chime bars: C,D,E,G,A, High C; beater

Questions / instructions:

This activity uses the computer. Click the *Short'n Bread* button.

Hand out C, D and E chime bars.


This activity is explained to you in the video. You will be using some of the chime bars. Before we start, you can practise playing the chime bars so that you know what they sound like. You can do that now.

Allow the student time to become familiar with playing the chime bars. Check that the beater is held appropriately.

Now watch the video and listen to what you have to do.

Click the Intro button.

Now I want you to make up your own pattern to go with the music. Make an interesting repeating pattern. You can use some or all of the chime bars, and in any order. I will play the music again for you to practise with.



VOICEOVER:
We're going to listen to the song, *Short'n Bread*. The singer is accompanied by a repeating pattern played on the C, D and E chime bars like this (demonstrates pattern three times - C, D, E, D). Listen to the song and join in with the C, D, E, D pattern (sings lyrics through twice while playing pattern).

Hand out G, A and high C chime bars as well.

Allow the student time to make up their pattern. Click the *Music* button.

Allow a second practice, if requested.

Now you can do a special performance. Remember to keep playing until the music stops.

When the student is ready, Click the *Music* button for the final performance to be recorded on the video.

[No video; voiceover counts gives four counts in, accompanied by the C chime bar, followed by singing lyrics only, no accompaniment.]

		% response 2008 (104)	
		year 4	year 8
Playing standard pattern, in time:			
maintained the pattern throughout		22 (28)	48 (47)
maintained the pattern for most of piece		20 (17)	21 (18)
settled into the pattern, well after start		14 (14)	12 (17)
played the pattern at some stage, but it was not maintained		27 (27)	12 (14)
pattern not achieved		17 (14)	7 (4)
Inventing and playing own pattern: (final performance)			
complex pattern, using at least four chime bars, maintained generally		3 (2)	8 (9)
simple pattern, using at least four chime bars, maintained generally		15 (15)	28 (26)
complex or simple pattern, using two or three chime bars, maintained generally		7 (9)	17 (18)
standard pattern from previous stage, (three bars) maintained generally		5 (2)	3 (3)
identifiable pattern, but not generally maintained with the beat		19 (23)	20 (19)
no identifiable pattern achieved		51 (49)	24 (25)
Total score:		7-8	6 (7) 22 (24)
		5-6	15 (17) 33 (28)
		4	20 (19) 19 (19)
		2-3	29 (25) 18 (18)
		0-1	30 (32) 8 (11)

Subgroup Analyses:

Year 4

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
7-8	4%	9%	7%	6%	6%
5-6	11%	19%	14%	12%	23%
4	17%	22%	21%	18%	17%
2-3	32%	26%	29%	26%	25%
0-1	36%	24%	29%	38%	29%

Year 8

Score Range	Boys	Girls	Pakeha	Māori	Pasifika
7-8	18%	25%	25%	18%	9%
5-6	27%	39%	30%	37%	41%
4	22%	16%	19%	19%	32%
2-3	22%	14%	18%	17%	15%
0-1	11%	6%	9%	9%	3%

Commentary:

About 20% of year 4 students and 50% of year 8 students managed this task quite well. On average, girls performed better than boys, with only minor differences among the ethnic subgroups. There was little change in performance from 2004 to 2008.

What this task was aiming to evaluate.

The resources used in this task.

- In 2008, 22% of year 4 students were able to play the standard pattern, in time, for the duration of the piece.
- In 2004, 28% of year 4 students were able to play the standard pattern, in time, for the duration of the piece.
- In 2008, 48% of year 8 students were able to play the standard pattern, in time, for the duration of the piece.
- In 2004, 47% of year 8 students were able to play the standard pattern, in time, for the duration of the piece.

The total score is created by adding those marking criteria that seem to capture best the overall task performance. For some tasks this is all of the criteria but for others, it is just one or two of the criteria.

Performance patterns for boys and girls; Pakeha, Māori and Pasifika students, based on their total scores on the task. Note that Pakeha is defined as everyone not included in Māori or Pasifika.

Comments that assist with interpreting the results.