

The 2000 music assessments included five assessment tasks related to creating music.

All five tasks were identical for year 4 and year 8 students. Two are trend tasks (fully described with data for both 1996 and 2000), one is a released task (fully described with data for 2000 only), and two are link tasks (to be used again in 2004, so only partially described here).

The task details and results for the two trend tasks are presented in the first section, followed by the task details and results for the released task. The third section contains some task information and the results for the two link tasks.

Comparing results for year 4 and year 8 students

Averaged across 22 task components, 17 percent more year 8 than year 4 students or teams produced correct responses. This indicates that, on average, students have made useful progress between year 4 and year 8 in the skills assessed by the tasks. Students at both levels were more successful on task components related to meeting the more routine requirements of tasks (like performing coherently as a group and meeting the rhythmic requirements of tasks) than on the more creative components (inventiveness and expressiveness).

Trend results: comparing 1996 and 2000 results

Two trend tasks involving a total of 11 components were administered to students in both the 1996 and 2000 assessments.

For year 4 students, modest improvement was evident. Looking first at the most positive rating category for each component, there was improvement from 1996 to 2000 on eight of the eleven components, with on average three percent more students gaining the highest rating. Looking at the lowest rating category for each component, slightly greater improvement was evident, with the percentages dropping on eight of the eleven components. On average seven percent fewer students gained the lowest rating.

For year 8 students there was slight improvement between 1996 and 2000. Looking first at the most positive rating category for each component, there were increases from 1996 to 2000 on 7 of the 11 components, with on average two percent more students gaining the highest rating. Looking at the lowest rating category for each component, similar slight improvement was evident, with the percentages dropping on 10 of the 11 components and on average three percent fewer students gaining the lowest rating.

Trend Task



Line Music

Approach: Team

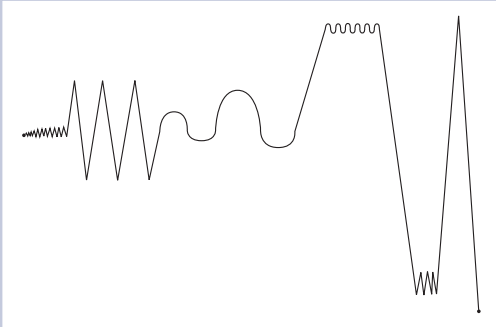
Level: Year 4 and year 8

Focus: Composing sounds, using voices and selected instruments, to match the flow of a line on a chart.

Resources: Line chart, instruments: 3 beaters, 1 set of bells, 1 pair of cymbals, 1 agogo, 1 hand drum, 2 coconut shells, 2 egg maracas, 1 triangle, 1 woodblock, 2 claves.

Question/instructions:

I want you to look carefully at the line drawn on this chart.



Show chart

Look carefully at the way the line changes.

I want you to make up sounds, using your voices, that follow the line on the chart.

Practise doing that in your team now.

Allow a couple of minutes for practice. Teacher withdraws.

I would like to hear the sounds your group made up, so let me hear them one more time.

Students make sounds with their voices while following the line on the chart.

You could also make sounds that match the way the line goes on this chart with musical instruments.



We have a variety of instruments here for making sounds. You could also use yourself to make sounds - like clapping, stamping, or mouth sounds.

I want you to work together as a team to make up some music to match the lines on this chart. Plan it out carefully. Choose instruments that are suitable, and try to make the music so that it gives a good “sound picture” for the line as it moves along on the chart.

You have 5 minutes to plan and practise. After that I want you to play your music to me.

You can start now.

After 5 minutes, stop the practice session. Ask the students to get ready to perform their music through two times.

VOCAL PERFORMANCE

Inventiveness

appropriate range / choice of sounds

	% responses	
	2000 ('96)	2000 ('96)
	year 4	year 8
strong	18 (7)	30 (23)
moderate	34 (50)	36 (62)
weak	48 (43)	34 (15)

Interpretation

sequence and choice of sounds give a meaningful interpretation of the line (pitch, tempo, volume)

strong	22 (14)	39 (35)
moderate	46 (65)	40 (42)
weak	32 (21)	21 (23)

Delivery

performance is effectively co-ordinated and presented

strong	29 (29)	45 (42)
moderate	40 (42)	38 (39)
weak	31 (29)	17 (19)

INSTRUMENTAL PERFORMANCE

Inventiveness

strong	11 (0)	34 (33)
moderate	46 (45)	47 (45)
weak	43 (55)	19 (22)

Interpretation

strong	8 (0)	29 (33)
moderate	35 (34)	51 (41)
weak	57 (66)	20 (26)

Delivery

strong	16 (14)	51 (41)
moderate	49 (24)	42 (44)
weak	35 (62)	7 (15)

Commentary:

On average, about 15 percent more year 8 than year 4 groups achieved “strong” results on the vocal performance criteria, increasing to 25 percent on the instrumental performance criteria. There was evidence of some improvement on the instrumental performance criteria between 1996 and 2000. Increased percentages of “strong” performance on the vocal performance criteria were unfortunately often accompanied by increased percentages of “weak” performance.

Radical Rhymes**Trend Task**

Approach: Team

Level: Year 4 and year 8

Focus: Composing and performing a rap to fit with a rhyme.

Resources: A3 chart containing rhyme.

Question/instructions:

Here is a “rap” rhyme.

Let’s read it through together, so we know what it says.

Radical Rhymes

Once upon a time, a long time ago

A boy and a girl whose name we know

Went up the town in their old jim jams

To wave and shout at their screaming fans.

Read students the chart.

Now I want your team to practise reading the rap as a team, without any help from me.

I want you to practise reading it together so that it has a very strong beat.

Do that now.

Teacher withdraws, allowing students up to 2 minutes to practise.

You’ve practised reading the Rap with a strong beat. Let me hear you saying it. Do it twice.

Students say the rap with a strong beat.

This time, I want you to read it again with a strong beat so that it sounds like fun. You can also give it extra expression by using body movements.

Practise doing that now.

Teacher withdraws, allowing students up to 2 minutes to practise.

Now let me hear you saying the rap the way you’ve been practising.

Students say the rap.

Now I want each of you to read parts of the rap on your own. I will tell each of you the colour lines that you will read.

Allocate lines to students according to colour codes.

Now practise as a team reading the rap — but each of you will only read the lines I have given you. Try to make it flow — so that it has a good rhythm and beat from the start to the finish.

Practise doing that now, and remember that you can use body movements.

		% responses		% responses		
		2000 ('96)	2000 ('96)	2000 ('96)	2000 ('96)	
		year 4	year 8	year 4	year 8	
Teacher withdraws, allow students up to a couple of minutes to practise.						
Now perform your rap to me, doing it two times, each person saying their part.						
Students read the rap in parts.						
Now I want your team to sing the rhyme. You will need to work out a melody that sounds good.						
Practise doing it a few times, then I'll ask you to do one really good performance.						
Allow a couple of minutes for practice. Teacher withdraws.						
Now I would like you to sing your rhyme to me. You can do it a couple of times.						
TEAM PERFORMANCE			INDIVIDUAL PERFORMANCE			
Delivery	<i>confidence, coherence, unity</i>					
	strong	33 (20)	34 (28)	strong	38 (41) 49 (51)	
	moderate	53 (55)	50 (51)	moderate	43 (34) 40 (36)	
	weak	14 (15)	16 (21)	weak	19 (25) 11 (13)	
Suitability of tune	strong	9 (4)	21 (24)	Expressiveness	strong	18 (13) 29 (23)
	moderate	26 (15)	37 (28)		moderate	53 (44) 41 (40)
	weak	65 (81)	42 (48)		weak	29 (43) 30 (37)
Expressiveness	strong	11 (11)	11 (21)			
	moderate	49 (33)	47 (24)			
	weak	40 (56)	42 (55)			

Commentary:

Differences between year 4 and year 8 students and teams were small, with the exception of the “suitability of tune” criterion. Compared to 1996, the 2000 students and teams gained similar percentages of “strong” ratings but fewer “weak” ratings.

Boom Laka Laka Ting

Approach: Team

Level: Year 4 and year 8

Focus: Composing and performing rhythmically appropriate music to match some words.

Resources: 4 word charts containing the words, musical instruments: drum, agogo, 1 egg maraca, set of cymbals.

Question/instructions:

In this activity we have some fun words that are really good for using with invented rhythms and music. Here are some sheets with the words for **Boom Laka Laka Ting**.

Hand out word sheets.

Boom Laka Ting

BOOM laka laka ting.

BOOM laka laka ting.

TING laka laka boom.

TING laka laka boom.

BOOM laka laka laka.

BOOM laka ting laka.

To help everyone get used to the words, we'll practise reading them together a couple of times.

Lead students through the words a couple of times without giving a lead on rhythmic expression. The intention is to establish familiarity with the words.

These words could be made to sound a lot of fun by saying or singing them in bright and

lively ways, and by adding some music to them. You could even make up a special rhythm for the way they are said or sung.

I will give you some musical instruments, and your team is to work out, and practise, a way for saying or singing the words that makes them sound like a lot of fun. You will need to use your time and practise well so that you can do a good performance. You will have about 5 minutes to practise on your own, then I will ask you to do a special performance for me.



Put out instruments. Allow 5 minutes for practising a performance. Generally withdraw while students are working but give encouragement if needed to keep on task.

Now it's time for you to do your performance of **Boom Laka Laka Ting**. You can do it two times, then at the end tell me which performance you liked most.

Students perform.

PERFORMANCE

% responses

y4 y8

Overall vitality/ colour

strong 11 12

moderate 45 58

weak 44 30

Rhythmic inventiveness

strong 9 10

moderate 33 40

weak 58 50

Contribution of instruments

strong 3 4

moderate 29 35

weak 66 59

absent 2 2

Contribution of singing

strong 2 2

moderate 21 34

weak 73 56

absent 3 8

Coherence of group performance

high 6 4

quite high 25 28

moderate 40 49

low/no choice 29 19

When finished, sit together again.

Tell me about which of your performances you liked better, and why you thought it was the better one.

not marked

Commentary:

About 10 percent more year 4 than year 8 teams performed at a "weak" level on this task, but there were only slight differences between year 4 and year 8 in the percentages of teams achieving high ratings. Those percentages were consistently low.

Link tasks 1-2

LINK TASK 1

Approach: One to one

Level: Year 4 and year 8

Focus: Composing and performing music to fit with some words.

Resources: Video clip on computer, four chimebars (C, D, F, G), beater, word chart.

	% responses	
	y4	y8
rhythmic pattern fits words		
throughout	18	41
most of the time	39	40
some of the time	38	16
no	5	3
presents a lively musical and well-phrased message		
very effective	4	13
moderately effective	34	48
partly effective		
missing voice or accompaniment	47	34
not effective	15	5

Commentary:

About 20 percent more year 8 students than year 4 students performed well.

LINK TASK 2

Approach: Team

Level: Year 4 and year 8

Focus: Composing and performing music to fit with a silent video.

Resources: Video clip on computer, chart with images from video, balloons, party whistles, chime bars.

	% responses	
	y4	y8
interpretation of scene		
consistently strong	4	22
mainly strong	15	40
moderate	38	27
weak	43	11
distinguished different scenes		
very well	22	61
moderately well	23	19
no	55	20
inventiveness <i>range, choice of sounds</i>		
strong	11	40
moderate	56	45
weak	33	15
delivery		
strong	24	50
moderate	38	35
weak	38	15

Commentary:

About 30 percent more year 8 than year 4 teams performed well.