

The 2000 music assessments included nine assessment tasks related to re-creating music.

Seven of the tasks were identical for year 4 and year 8 students, while the other two focussed on similar skills but were different in important detail for year 4 and year 8 students. Three are trend tasks (fully described with data for both 1996 and 2000), three are released tasks (fully described with data for 2000 only), and three are link tasks (to be used again in 2004, so only partially described here).

Eight of the nine tasks were one-to-one interview tasks, with the ninth a team task.

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

Comparing results for year 4 and year 8 students

Averaged across 50 task components used with both year 4 and year 8 students, 11 percent more year 8 than year 4 students or teams produced correct responses. This is somewhat misleading, however, because on 18 components involving use of an electronic keyboard the average gap between year 4 and year 8 was 22 percent. On the other 32 components, involving singing, clapping rhythms, and matching pitch, the average gap between year 4 and year 8 was only five percent.

Trend results: comparing 1996 and 2000 results

Two trend tasks involving a total of 17 components were administered to year 4 students in both the 1996 and 2000 assessments. Overall, little change was evident. Looking first at the most positive rating category for each component, there was improvement from 1996 to 2000 on eight of the 17 components, with no change in the average percentage gaining the highest rating. Looking at the lowest rating category for each component, a small decline was evident, with on average four percent more students gaining the lowest rating in 2000 than in 1996. The decline came almost entirely from the *Keyboard Rhythms* task.

Two trend tasks involving a total of 16 components were administered to year 8 students in both the 1996 and 2000 assessments. Some improvement was evident. Looking first at the most positive rating category for each component, there was improvement from 1996 to 2000 on 11 components, with on average five percent more students gaining the highest rating. Looking at the lowest rating category for each component, similar improvement was evident, with on average four percent fewer students gaining the lowest rating. The positive changes were very small for *Vocal Sizzle* but quite substantial for *Keyboard Patterns*.

Trend Task



Vocal Sizzle

Approach: One to one

Focus: Listen to singing and imitate it.

Resources: Video recording on laptop computer.

Level: Year 4 and year 8

Question/instructions:

In this activity you will hear some short pieces of music on the video. I want you to listen carefully.

After you have heard each piece, I want you to try to sing it the same way. Sing “doo” to each of the tunes.

There are 7 phrases all together. We'll start now.

Discontinue the task if the student clearly indicates the wish to stop at any point.

Example



		% responses	
		2000 ('96)	2000 ('96)
		year 4	year 8
1.	tune mostly or always in tune	44 (39)	47 (46)
	in tune about half the time	21 (29)	14 (16)
	other	35 (32)	39 (38)
rhythm rhythm correct	95 (89)	94 (90)	



2.	tune mostly or always in tune	44 (33)	48 (40)
	in tune about half the time	17 (22)	15 (16)
	other	39 (45)	37 (44)
rhythm rhythm correct	95 (91)	96 (92)	

		% responses	
		2000 ('96)	2000 ('96)
		year 4	year 8



3.	tune mostly or always in tune	44 (43)	51 (46)
	in tune about half the time	22 (29)	18 (21)
	other	34 (28)	31 (33)
rhythm rhythm correct	92 (91)	94 (93)	



4.	tune mostly or always in tune	29 (34)	42 (43)
	in tune about half the time	25 (24)	21 (19)
	other	46 (42)	37 (38)
rhythm rhythm correct	91 (90)	91 (92)	



5.	tune mostly or always in tune	24 (25)	30 (28)
	in tune about half the time	21 (22)	21 (17)
	other	55 (53)	49 (55)
rhythm rhythm correct	86 (92)	87 (83)	



6.	tune mostly or always in tune	17 (17)	22 (22)
	in tune about half the time	19 (18)	20 (20)
	other	64 (65)	58 (58)
rhythm rhythm correct	86 (86)	84 (85)	

Commentary:

Most students succeeded in reproducing the rhythm. Slightly more year 8 than year 4 students sang in tune. There was no clear evidence of changes in level of performance from 1996 to 2000.

Keyboard Rhythms

Trend task

Approach: One to one

Level: Year 4 only

Focus: Playing note patterns on a electronic keyboard, maintaining them against a melody, and inventing note patterns to fit with a melody.

Resources: Electronic keyboard, video recording on a laptop computer.

Question/instructions:

Note: The video volume should be lower than the keyboard volume.

This activity is explained to you on the video. You will be using the keyboard, but only the notes that have coloured dots on them. Before I start the video, you can practise playing those notes on the keyboard so that you know what they sound like. You can do that now.

Allow the student some time to become familiar with the marked keyboard notes. Then play video. If necessary, stop and restart the video to allow the student to keep with the music.

Prompt: You don't have to use all the green notes to make your pattern.

Prompt: Make a simple pattern — it doesn't have to be a tune.



1. RHYTHM

I'm going to play a rhythm on the keyboard using the notes marked with red dots. Listen as I play this rhythm.

Now I'll play that rhythm again, but I want you to play with me, look at the keyboard as you play, don't look at the video screen,



I'll count to 4 and then start. ... 1, 2, 3, 4

Rhythm plays.

This time I'm going to play a tune as well as the rhythm, and I want you to keep on playing the rhythm, using the notes marked with red dots [C, D] again.

I'll count to 4 then start, here we go... 1, 2, 3, 4

Rhythm and tune plays.

	% responses 2000 ('96) year 4
Maintain pattern with melody	
throughout or most of time	40 (43)
late arrival at pattern	9 (15)
early loss of pattern	22 (16)
pattern not achieved	29 (26)

2. RHYTHM

I'm going to play another rhythm on the keyboard, using those same notes that are marked with red dots [C,D]. Listen as I play it.

Rhythm plays.

Pattern to maintain



I'm going to play that rhythm again, and I would like you to play it with me. Again look at the keyboard as you play, don't look at the video screen.

I'll count to 4 then we'll start... 1, 2, 3, 4.

Rhythm and tune plays.

Once again, I'm going to play a tune as well as that rhythm, and I want you to keep on playing that rhythm using the notes marked with red dots [C, D] again.

I'll count to 4 then we'll start... 1, 2, 3, 4.

Rhythm and tune plays.

	% responses 2000 ('96) year 4
Maintained pattern with melody	
throughout or most of time	39 (44)
late arrival at pattern	7 (9)
early loss of pattern	13 (9)
pattern not achieved	41 (38)

3. RHYTHM

Now I'm going to play a rhythm using the green dots [E, F, G]. Listen as I play.

Pattern to maintain

Rhythm plays.

Now I'll play that rhythm again, and I

want you to play with me. Look at the keyboard as you play, don't look at the video screen.

I'll count to 4 then we'll start... 1,2,3,4.

Rhythm plays.

This time I'm going to play a tune as well as the rhythm, and I want you to keep on playing the rhythm marked with the green dots [E, F, G] again.

I'll count to 4 then we'll start... 1,2,3,4.

Rhythm and tune plays.

Maintained pattern with melody

	% responses 2000 ('96) year 4
throughout or most of time	36 (43)
late arrival at pattern	6 (9)
early loss of pattern	13 (10)
pattern not achieved	45 (38)

4. RHYTHM

Now I'm going to play a different rhythm, using the green dots [E,F,G]. Listen as I play.

Pattern to maintain

Rhythm plays.

Now I'll play that rhythm again, and I

want you to play with me, Look at the keyboard as you play, don't look at the screen.

I'll count to 4 then we'll start ... 1,2,3,4.

Rhythm plays.

This time I'm going to play a tune as well as the rhythm, and I want you to keep on playing the rhythm, using the notes marked with the green dots [E, F, G] again.

I'll count to 4 then we'll start ... 1,2,3,4.

Rhythm and tune plays.

Maintained pattern with melody

	% responses 2000 ('96) year 4
throughout or most of time	27 (33)
late arrival at pattern	7 (10)
early loss of pattern	13 (13)
pattern not achieved	53 (44)

5. TUNE

To finish off, I'm going to play a tune and you can make up your own rhythm using any of the green dots [E, F, G]. Listen as I play the tune, and I'll count 4 to start with ... 1,2,3,4.

Tune plays.



Now I'm going to play that tune a few times, and I want you to make up a rhythm that you will play on the green dots [E, F, G]. Right are you ready? Here is the tune... 1,2,3,4.

Tune plays.

Create pattern to fit with this melody

	% responses 2000 ('96) year 4
appropriate rhythm and timing	
all of the time	3 (7)
some of the time	31 (38)
none of the time	66 (55)
choice of pattern	
complex	23 (21)
simpler	34 (46)
never established	43 (33)



Commentary:

This task was about playing note patterns to accompany melodies. Only about one third of the students succeeded. Overall, there was a modest decline in performance from 1996 to 2000. It would have been more appropriate to use the term "keyboard patterns" in the instructions for this task, as in the year 8 version.

Keyboard Patterns

Trend Task

Approach: One to one

Level: Year 8 only

Focus: Playing note patterns on an electronic keyboard, maintaining them against a melody, and inventing note patterns to fit with a tune.

Resources: Electronic keyboard, video recording on a laptop computer.

Question/instructions:

This activity is explained to you on the video. You will be using the keyboard, but only the notes that have coloured dots on them. Before I start the video, you can practise playing those notes on the keyboard so that you know what they sound like. You can do that now.

Allow time. Click the **Play** button to start the video.



1. PATTERN

Hello, I want you to play me a pattern on your keyboard, to play this pattern you use the two notes with the red dots [E, F] on them. Could you try this pattern with me now? Here it goes.



Pattern plays

Would you practise playing that pattern now... turn off the video and have a practice. I want you to play that pattern with me, I'm going to play it 2 times, and then I'm going to start playing a tune on top, but I want you to keep playing that pattern underneath... Right, are you ready? Here we go... 1,2,3,4.

Pattern and tune 1 play.

Maintains pattern with melody

	% responses 2000 ('96)
throughout	63 (39)
most of the time	16 (21)
late arrival at pattern	3 (8)
early loss of pattern	8 (17)
pattern never achieved	10 (15)

2. PATTERN

Now I would like you to play a different pattern this time using the blue dots [E, F, G]. It sounds like this...



Pattern plays.

Now would you practice doing that now. Turn the video off.

Now I'm going to play that pattern with you, a couple of times then I'm going to bring the tune in on top, I want you to keep playing the pattern all the time... Right, here we go... 1,2,3,4.

Pattern and tune play.

Maintains pattern with melody

	% responses 2000 ('96)
throughout	45 (26)
most of the time	30 (35)
late arrival at pattern	2 (2)
early loss of pattern	13 (26)
pattern never achieved	10 (12)

3. TUNE

This time I'm going to play you a short tune, have a listen to it.

Tune plays.



I want you to make up your own pattern to go with that tune, you can use 4 notes this time and they are the ones that are marked on your keyboard with yellow dots [C, D, E, G].

Would you practice a tune of your own now, a little pattern that you can play with that... and turn off the video until your ready.

Now that you've practiced your pattern, I want you to play it with me while I play the tune. Right, are you ready? ... 1,2,3,4.

Tune plays.

Pattern developed

	% responses 2000 ('96)
appropriate rhythm / timing	
all of the time	19 (9)
some of the time	45 (33)
none of the time	36 (58)
type of pattern	
complex	61 (61)
simple	19 (23)
never established	20 (16)

Commentary:

About 80 percent of the year 8 students in 2000 managed to maintain the two note patterns all or most of the time. Fewer managed to create and maintain an appropriate note pattern to go with some music. There was a substantial improvement in performance on this task from 1996 to 2000.



Echo Songs

Approach: One to one

Level: Year 4 and year 8

Focus: Listening to a child echoing another child's singing (each line echoed, in time), then practising with the echoing singer, then echoing alone.

Resources: Two word charts, video recording on a laptop computer.

Question/instructions:

In this activity you will be joining in with some children singing two different echo songs. The children on the video will sing a line and you will copy it.

Here are the words of the two songs. Let's read through them before watching the video.

Read through the word charts with student [shown below].

Watch the the video and listen carefully. The people on the video will tell you what to do.

Click the *Play* button to start the video.

Ensure child sits up straight on edge of seat.

During the practice singing, sing along quietly with the child if you wish.

1. COPY THE LEADER

% responses
y4 y8

Copy the leader.
Copy the leader

Singing the words.
Singing the words.

Copy the next one.
Copy the next one.

Feeling the beat.
Feeling the beat.

Copy another.
Copy another.

Singing along.
Singing along.

Copy the last one.
Copy the last one.

Singing a song.
Singing a song

		% responses	
		y4	y8
Singing in tune	throughout	10	15
	mostly	18	17
	about half of the time	14	12
	rarely	47	43
	speaking	9	9
	no attempt	2	4
Rhythm and tempo	in rhythm throughout	60	67
	in rhythm most of the time	22	18
	in rhythm half of the time or less	18	15

2. CAN YOU SING WHAT I SING?

% responses
y4 y8

Can you sing what I sing?
Can you sing what I sing?

Sing it with me.
Sing it with me.

Can you sing what I sing?
Can you sing what I sing?

Sing it with me.
Sing it with me.

Sing it up high.
Sing it up high.

Sing it down low.
Sing it down low.

Sing it very fast.
Sing it very fast.

Sing it very slowly.
Sing it very slowly.

		% responses	
		y4	y8
Singing in tune	throughout	12	18
	mostly	23	21
	about half of the time	20	16
	rarely	37	36
	speaking	6	6
	no attempt	2	3
Rhythm and tempo	in rhythm throughout	51	63
	in rhythm most of the time	32	24
	in rhythm half of the time or less	17	13

Commentary:

Year 8 students performed only slightly better than year 4 students. About two thirds of the students maintained the rhythm and tempo very well, but only about one third sang in tune all or most of the time.

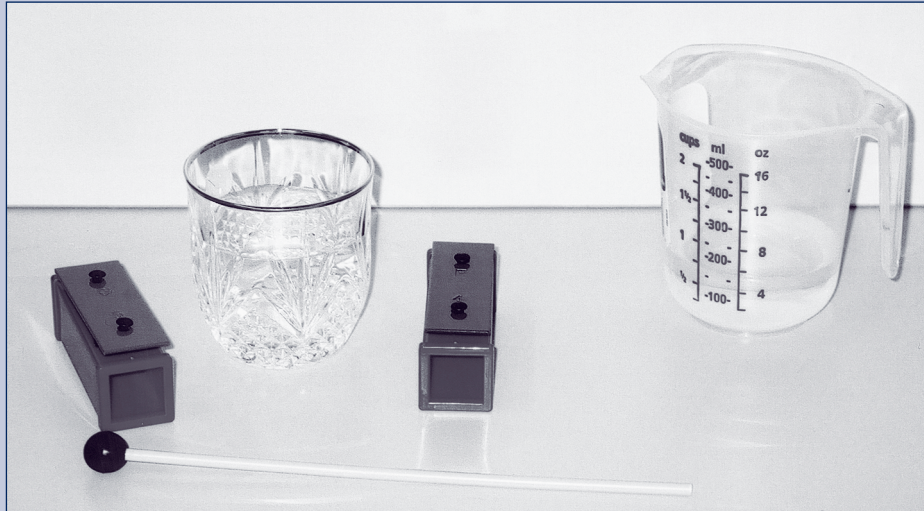
Water Music

Approach: One to one

Level: Year 4 and year 8

Focus: Adjusting water level in a glass to try to match pitch of a chime bar.

Resources: Water bottle, jug of water, F chime bar, G chime bar, beater, crystal glass tumbler.



% responses
y4 y8

Question/instructions:

Place chime bars F and G and beater in front of student.

When you hit chime bars they make a sound. These two chime bars make different sounds. Play them now so that you can hear the sounds they make.

After student has played each chime bar, place glass tumbler and jug of water in front of student.

When you tip water into a glass and hit the side of the glass, it makes a sound. You can change the sound by changing the amount of water in the glass.

Temporarily remove the F chime bar from the student.

In this activity you are going to tip water into the glass to make a sound. First, try to make the same sound as you hear when you play the G chime bar. When you are putting water into the glass you will need to keep checking the sound by hitting the side of the glass AND the chime bar. If you think there is too much water in the glass you can tip some back into the jug. When you think they are both making the same sound, tell me.

Student attempts to make chimebar G sound with the water in the glass.

		% responses	
		y4	y8
Matching the G	very close	6	13
	moderately close	19	29
	moves in right direction	33	33
	no useful progress	42	25

When completed, remove chime bar G and replace with chime bar F.

Tip water back into jug.

Now see if you can make the same sound as the F chime bar. Tell me when you think the glass and the chime bar are making the same sound.

Student attempts to make the F sound with the water in the glass.

		% responses	
		y4	y8
Matching the F	very close	3	12
	moderately close	12	22
	moves in the right direction	42	37
	no useful progress	43	29

Commentary:

Despite care to choose crystal glasses that “rang” well, most students struggled with this task. More than 40 per cent of year 4 students and 25 percent of year 8 students made no useful progress (their adjustments of water level seemed almost random).

Coloured Keys

Approach: One to one

Level: Year 4 and year 8

Focus: Hearing up to five notes played on a keyboard (always starting on middle C), then attempting to play the same note pattern.

Resources: Electronic keyboard, video recording on laptop computer.

Question/instructions:

In this activity we're going to use the keyboard.

- | | % responses | |
|--|-------------|----|
| | y4 | y8 |
| 1. Do you play the piano or keyboard at home or at school? | yes 37 | 41 |
| 2. Have you had lessons on the piano or keyboard? | yes 20 | 31 |

Place keyboard in front of student and turn keyboard on.



Before we start the activity you can have a little play around on the keyboard to get some idea of what it sounds like. You can do that now. Play some of the notes to get the idea of what they sound like.

Encourage student to explore the keyboard without being too directive.

Now play some high notes on the keyboard.

Student plays high notes. Don't prompt if student does not play high notes.

Now play some low notes on the keyboard.

Student plays low notes. If the student did not correctly distinguish high and low notes, demonstrate some high and low notes.

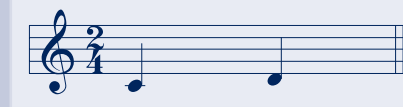
Now we'll watch a video which explains what you are to do.

Click the *Play* button to start the video. During video, ensure student locates middle C when instructed to play it. If student does not attempt each item starting on middle C, remind them.

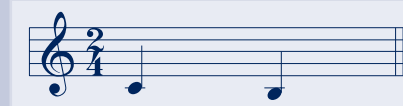
You are going to play some notes on the keyboard. You are to try to play notes that sound the same. The first note will always be middle C. It's the one with the yellow sticker with C written on it. You can play that note now.



Each note or set of notes will be played twice. Each time listen carefully and then try to play the same notes. Remember each item starts on the middle C.



- | | % responses | |
|-----------------------------|-------------|----|
| | y4 | y8 |
| 1. correct at first attempt | 59 | 79 |
| correct at second attempt | 17 | 12 |



- | | | |
|-----------------------------|----|----|
| 2. correct at first attempt | 20 | 50 |
| correct at second attempt | 12 | 10 |



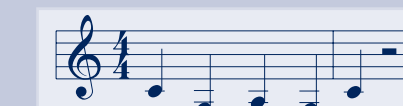
- | | | |
|-----------------------------|----|----|
| 3. correct at first attempt | 19 | 56 |
| correct at second attempt | 7 | 10 |



- | | | |
|-----------------------------|----|----|
| 4. correct at first attempt | 25 | 50 |
| correct at second attempt | 11 | 17 |



- | | | |
|-----------------------------|---|---|
| 5. correct at first attempt | 3 | 4 |
| correct at second attempt | 3 | 8 |



- | | | |
|-----------------------------|---|---|
| 6. correct at first attempt | 2 | 4 |
| correct at second attempt | 1 | 6 |

Commentary:

Students had more trouble playing down a note than up a note. On the first four patterns, about 25 percent more year 8 than year 4 students succeeded on their first attempt.

Link tasks 3-5

LINK TASK 3

Approach: Team

Level: Year 4 and year 8

Focus: Singing.

Resources: Word sheets, video recording on laptop computer.

Total score:	% responses	
	y4	y8
13-16	21	19
10-12	46	36
7-9	27	26
4-6	6	16
0-3	0	3

Commentary:

More year 8 than year 4 teams performed poorly on this singing task.

LINK TASK 4

Approach: One to one

Level: Year 4 and year 8

Focus: Playing music, by memory and from music notation, on keyboard or chime bars.

Resources: Keyboard, chime bar set, six music sheets.

Total score:	% responses	
	y4	y8
36-42	1	10
30-35	1	13
24-29	3	9
18-23	5	11
12-17	21	13
6-11	25	13
0-5	44	31

Commentary:

About 40 percent of year 8 students, compared to 10 percent of year 4 students showed useful skill in playing music on keyboard or chime bar set.

LINK TASK 5

Approach: One to one

Level: Year 4 and year 8

Focus: Clapping rhythmic patterns.

Resources: Video recording on laptop computer.

Total score:	% responses	
	y4	y8
22-24	5	16
18-21	47	53
12-17	45	30
6-11	3	1
0-5	0	0

Commentary:

About 50 percent of year 4 students and 70 percent of year 8 students performed very well on this task.