

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

All five tasks were identical for year 4 and year 8 students. One is a trend task (fully described with data for both 1996 and 2000), two are released tasks (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 trend task are presented in the first section, followed by the task details and results for the two released tasks. 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 25 task components, 12 percent more year 8 than year 4 students (or teams of students) 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. The difference was smaller, averaging five percent, on the two tasks involving moving to music, with year 4 students showing slightly greater freedom and inventiveness.

Trend results: comparing 1996 and 2000 results

One trend task, *Musical Sticks*, involving a total of five components, was 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 four of the five components, with on average two percent more students gaining the highest rating (a very slight change). Looking at the lowest rating category for each component, greater improvement was evident, with the percentages dropping on all five components. On average 10 percent fewer students gained the lowest rating.

For year 8 students there was quite substantial improvement between 1996 and 2000. Looking first at the most positive rating category for each component, there were increases from 1996 to 2000 on all five components, with on average eight percent more students gaining the highest rating. Looking at the lowest rating category for each component, similar improvement was evident, with the percentages dropping on all five components and on average 12 percent fewer students gaining the lowest rating.



Musical Sticks

Trend task

Approach: Team

Level: Year 4 and year 8

Focus: Movement to music.

Resources: 4 sticks, video recording on laptop computer.

Questions/instructions:

Put marks on the floor as explained during NEMP training.

I am going to play some music for you to listen to.

You will notice that it changes — it will have different rhythms, softness and loudness, highs and lows. I'll play it twice for you to listen to.

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

The music repeats 2 times; there is an "L" on the screen.

Click the **Pause** button.

I'm going to give each of you a stick, and I would like you to make up movements with the stick to go with the music. Your movements will need to match the music — think about how you will use your stick for high parts, low parts, gentle parts, busy parts, loud parts, etc.

The music will play four times.

I want you to really enjoy practising and experimenting with your movements on your own. I want you to stand in a circle on these marks facing out. Each time the music ends, move around the circle one place to your right.

Give students the sticks.

Here are the sticks. We'll start now.

Click the **Play** button

The music will repeat four times; on the screen: "I1", "I2", "I3", "I4" appear.

INDIVIDUAL PERFORMANCE	% responses	
	2000 ('96) year 4	2000 ('96) year 8
inventiveness <i>use of stick, space, range of movements</i>		
strong	12 (8)	10 (7)
moderate	46 (39)	37 (27)
weak	42 (53)	53 (66)
response to music <i>appropriateness</i>		
strong	10 (6)	10 (8)
moderate	38 (41)	38 (34)
weak	52 (53)	52 (58)



Click the **Pause** button.

I'm going to play the music twice again, and this time I want you to work together in the circle to see if you can make up a group performance. This time you can face each other. I'll give you three minutes to plan how you will work together.

Give three minutes discussion time.

Click the **Play** button (it will play twice; a "G" appears on the screen).

GROUP PERFORMANCE	% responses	
	2000 ('96) year 4	2000 ('96) year 8
delivery <i>confidence, coherence, unity</i>		
strong	21 (18)	30 (14)
moderate	56 (39)	46 (47)
weak	23 (43)	24 (39)
collective inventiveness		
strong	21 (14)	20 (7)
moderate	50 (40)	42 (39)
weak	29 (46)	38 (54)
response to music <i>appropriateness</i>		
strong	12 (18)	20 (14)
moderate	50 (43)	54 (50)
weak	38 (39)	26 (36)

Commentary:

Year 4 and year 8 students performed very similarly. Group performance was rated somewhat higher than individual performance. Some improvement was evident from 1996 to 2000, at both year levels, more particularly at year 8.

Beat the Beat

Approach: One to one

Level: Year 4 and year 8

Focus: Identifying a beat in a piece of music and hitting a drum in time with it.

Resources: Drum, beater, video recording on a laptop computer.

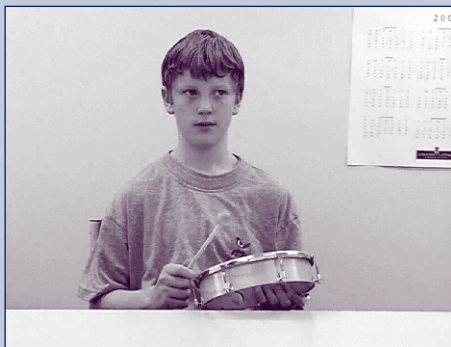
Questions/instructions:

In this activity you will be playing the drum to the beat of some music.

Let's watch the video. It will tell you what to do.

Ensure that the drum is visible to camera — the view is not obstructed by the computer screen.

Click the *Play* button to start the video.



The video shows a student identifying the beat in a musical example and hitting a drum in time with it. Subsequently, three pieces of music are played and the student is asked to hit the drum in time with a beat in each piece.

		% responses	
		y4	y8
1.	“Dharpa Tree” from Yothu Yindi’s “Tribal Voice”		
	establishing a steady beat		
	achieved quickly	43	58
	eventually achieved	30	23
	not achieved	27	19
	did beat fit with music ?		
	yes	68	78
	no	32	22
2.	“Soulflower” from Emma Paki, “Tribal Stomp”		
	establishing a steady beat		
	achieved quickly	33	48
	eventually achieved	34	24
	not achieved	33	28
	did beat fit with music ?		
	yes	60	65
	no	40	35
3.	“Spring” from Vivaldi’s “Four Seasons”		
	establishing a steady beat		
	achieved quickly	13	28
	eventually achieved	17	18
	not achieved	70	54
	did beat fit with music ?		
	yes	26	42
	no	74	58

Commentary:

On average, about 10 percent more year 8 than year 4 students succeeded in establishing an appropriate beat. Students had considerably more difficulty with the excerpt from “Vivaldi” than with the two other pieces.

Two Pieces

Approach: One to one

Level: Year 4 and year 8

Focus: Discussing the features of two pieces of music and indicating personal response to the music.

Resources: Audio recording on laptop computer.

Questions/instructions:

In this activity we are going to listen to two different pieces of music. After each one, I'm going to ask you to tell me about the music.

Click the **Play** button to start the video. Listen to song 1.

Click the **Pause** button.

1. That piece was called *Yellow Submarine*. Try to describe the music to me. Tell me about things like the kinds of sounds, the instruments, rhythms and anything else you noticed.
2. Tell me some things about the music that you thought were specially interesting.

	% responses	
	y4	y8
discussion of instrumentation		
strong	3	12
moderate	20	38
weak	58	41
absent	19	9
discussion of rhythmic elements		
strong	0	2
moderate	9	15
weak	25	27
absent	66	56
discussion of dynamics/orchestration		
strong	3	11
moderate	18	27
weak	37	29
absent	42	33
indications of personal response/engagement		
strong	3	6
moderate	22	28
weak	49	41
absent	26	25
overall evidence of ability to discuss music		
strong	1	5
quite strong	7	19
moderate	30	37
weak	62	39

Now let's listen to the second piece.

Click the **Play** button and listen to song two.

3. That piece was called *Te Papa*. Try to describe the music to me. Tell me about things like the kinds of sounds, the instruments, rhythms and anything else you noticed.
4. Tell me some things about the piece that you thought were specially interesting.

	% responses	
	y4	y8
discussion of instrumentation		
strong	3	9
moderate	26	46
weak	61	42
absent	10	3
discussion of rhythmic elements		
strong	0	2
moderate	6	17
weak	28	29
absent	66	52
discussion of dynamics/orchestration		
strong	2	4
moderate	11	25
weak	32	30
absent	55	41
indications of personal response/engagement		
strong	4	9
moderate	21	28
weak	47	43
absent	28	20
overall evidence of ability to discuss music		
strong	1	6
quite strong	8	19
moderate	32	36
weak	59	39

Commentary:

Only about 10 percent of year 4 students and 25 percent of year 8 students showed strong or quite strong ability to discuss music. Instrumentation and personal response were more commonly addressed than rhythmic elements or dynamics and orchestration.

Link tasks 6-7

LINK TASK 6

Approach: One to one

Level: Year 4 and year 8

Focus: Making up a rhythmic pattern to fit with a beat.

Resources: Woodblock, beater, video recording on a laptop computer.

Total score:	% responses	
	y4	y8
3	26	54
2	31	26
1	22	13
0	21	7

Commentary:

About 25 percent more year 8 than year 4 students performed well.

LINK TASK 7

Approach: Group

Level: Year 4 and year 8

Focus: Moving to music.

Resources: Video recording on laptop computer.

Total score:	% responses	
	y4	y8
5-6	14	21
4	8	14
3	28	22
2	13	14
1	18	12
0	19	17

Commentary:

About 10 percent more year 8 than year 4 groups performed well.