

The 2000 music assessments included ten assessment tasks related to understanding music.

All ten tasks were identical for year 4 and year 8 students. Three are trend tasks (fully described with data for both 1996 and 2000), four 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).

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 66 task components, 20 percent more year 8 than year 4 students (or teams of students) produced correct responses. This indicates that, on average, students have made very substantial progress between year 4 and year 8 in the skills assessed by the tasks. The differences were greatest on *High to Low* and *Music in Style*.

Trend results: Comparing 1996 and 2000 results

Three trend tasks involving a total of 22 components were administered to students in both the 1996 and 2000 assessments.

For year 4 students there was a very slight decline in performance between 1996 and 2000. The percentage of students succeeding decreased from 1996 to 2000, with lower performance in 2000 on 13 of the 22 components, and three percent fewer students, on average, in choosing the correct or preferred responses.

For year 8 students the picture was similar. The percentage of students succeeding decreased very slightly from 1996 to 2000, with lower performance in 2000 on 14 of the 22 components, and two percent fewer students, on average, in choosing the correct or preferred responses.

Trend task



Musical Instruments

Approach: Station

Level: Year 4 and year 8

Focus: Associating the sounds of musical instruments with pictures of them.

Resources: Video recording on laptop computer.

<i>Questions/instructions:</i>		% responses				% responses	
		2000 ('96)	2000 ('96)			2000 ('96)	2000 ('96)
		year 4	year 8	year 4	year 8	year 4	year 8
1							
5		music 5	45 (44) 78 (79)				
3		music 3	27 (31) 26 (22)				
7		music 7	21 (32) 51 (68)				
						no music	
						no music	
2		music 2	85 (85) 96 (97)				
4							
		music 6	71 (69) 92 (92)				

Commentary:

For most instruments, year 8 students performed substantially better than year 4 students. The exception was for the guitar music selection, where a classical guitar piece fooled many of the students into identifying the instrument as a banjo. Unfortunately, a small change in the task between 1996 and 2000 makes the trend analysis unreliable, the size of the picture of the violin was increased in 2000. This clearly made it harder for students to distinguish the cello and violin. On the other instruments, there is no clear trend from 1996 to 2000.

High to Low



Trend task

Approach: Station

Level: Year 4 and year 8

Focus: Identifying upward or onward pitch movements or trends.

Resources: Video recording on laptop computer.

Questions/instructions:

Section 1

The first section asked students to listen to two notes, chords, and musical phrases and identify whether the second was higher, the same, or lower in pitch than the first. After an example with answer given, six assessment items followed.

This activity is done on the computer.

Draw a ring around the words to show your answers.

1.	higher	lower	same
2.	higher	lower	same
3.	higher	lower	same
4.	higher	lower	same
5.	higher	lower	same
6.	higher	lower	same
7.	higher	lower	same




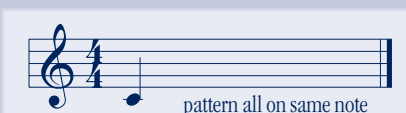
		% responses	
		2000 ('96)	2000 ('96)
		year 4	year 8
1. Example			
2.	higher	54 (57)	85 (86)
3.	same	57 (67)	91 (92)
4.	lower	30 (37)	64 (67)


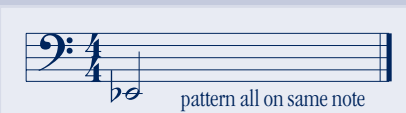

		% responses	
		2000 ('96)	2000 ('96)
		year 4	year 8
5.	same	53 (53)	87 (82)
6.	lower	52 (52)	82 (81)
7.	higher	37 (41)	54 (58)
Section total:			
		5-6	18 (21) 64 (61)
		3-4	39 (41) 25 (31)
		1-2	34 (33) 10 (7)
		0	9 (5) 1 (1)

Section 2

The second section asked students to identify whether the sequences of notes in some musical phrases were moving up in pitch, staying the same, or moving down in pitch. An example with answer given was followed by six assessment items

1.	up	down	same
2.	up	down	same
3.	up	down	same
4.	up	down	same
5.	up	down	same
6.	up	down	same
7.	up	down	same

		% responses	
		2000 ('96)	2000 ('96)
		year 4	year 8
1. Example			
2.		up	50 (66) 80 (88)
3.		down	56 (60) 77 (80)
4.	 pattern all on same note	same	52 (59) 85 (85)

		% responses	
		2000 ('96)	2000 ('96)
		year 4	year 8
5.		up	60 (65) 84 (86)
6.	 pattern all on same note	same	53 (58) 86 (89)
7.		down	45 (58) 72 (79)
Section total:			
		5-6	32 (41) 72 (75)
		3-4	24 (27) 16 (17)
		1-2	32 (24) 10 (7)
		0	12 (8) 2 (1)

Commentary:

In both sections of this task, about 40 percent more year 8 than year 4 students performed well. Year 8 students performed similarly in 1996 and 2000, but there was a small decline in performance for year 4 students between 1996 and 2000.

Melodic Direction

Trend Task

Approach: Station

Level: Year 4 and year 8

Focus: Selecting, from two or three options, the music notation that fits a performed musical phrase.

Resources: Video recording on a laptop computer.

Questions/instructions:

- Click on the button that says **Melodic Direction**.
Click the **Play** button, to watch the video.
The computer will tell you what to do.
If it doesn't, tell the teacher.

Students were asked to listen to each phrase played, and select which of the music notation options fitted with the phrase. The first phrase was an example to show what to do.

Put a tick in the box to show your answer.

Example	% responses		4.	% responses	
	2000 ('96) year 4	2000 ('96) year 8		2000 ('96) year 4	2000 ('96) year 8
				70 (64)	85 (84)
1.			5.	65 (63)	79 (80)
	68 (75)	96 (96)	6.		
2.				28 (27)	25 (29)
	74 (80)	94 (92)			
3.					
	63 (60)	70 (80)	Total score:		
			6	7 (9)	14 (19)
			4-5	55 (51)	70 (68)
			2-3	28 (31)	14 (11)
			0-1	10 (9)	2 (2)

Commentary:

The final item was clearly too hard, with success no better than guessing. On the other items about 20 percent more year 8 than year 4 students performed well. Differences between 1996 and 2000 were small.



Rhythms

Approach: Station

Level: year 4 and year 8

Focus: Identifying which rhythmic pattern is different in a set of three, two the same and one different.

Resources: Computer program on laptop computer.

Questions/instructions:

This activity is done on the computer.

1. Click on the button that says **Rhythms** to begin the task. The computer will then tell you what to do.

If it doesn't, tell the teacher.

Students were asked to listen to sets of three rhythm patterns, each pattern identified on the computer screen by a geometric symbol, and then to click on the symbol for the unique rhythm pattern.

Example



1.



symbol 3

% responses
year 4 year 8

59 75

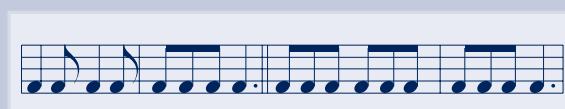
2.



symbol 1

39 67

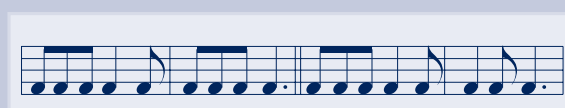
3.



symbol 2

56 76

4.



symbol 3

51 69

5.



symbol 2

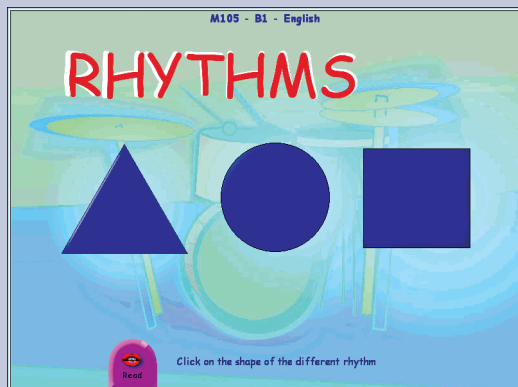
36 49

Total score:

4-5 23 51

2-3 51 42

0-1 26 7



Commentary:

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

Animal Antics

Approach: Station

Level: Year 4 and year 8

Focus: Identifying which of four video clips of animals moving fitted best with a musical extract.

Resources: Computer program on laptop computer.

Questions/instructions:



Example. Crocodile, lion, ants, squirrel.

This activity is done on the computer.

1. Click on the button that says **Animal Antics** to begin the task. The computer will then tell you what to do.

If it doesn't, tell the teacher.

Students listened to six musical extracts. During the time each extract played, four video clips of animals moving were played in succession. When each extract finished, the students were asked to click on the still picture of the animal(s) that they felt best fitted that music. The first extract was used as an example.

Example

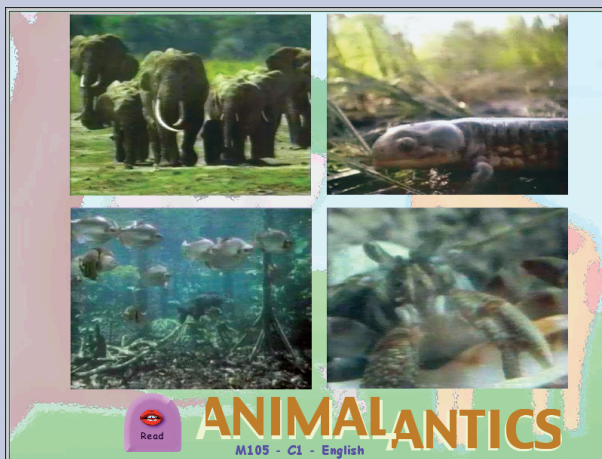
ants

% responses
y4 y8



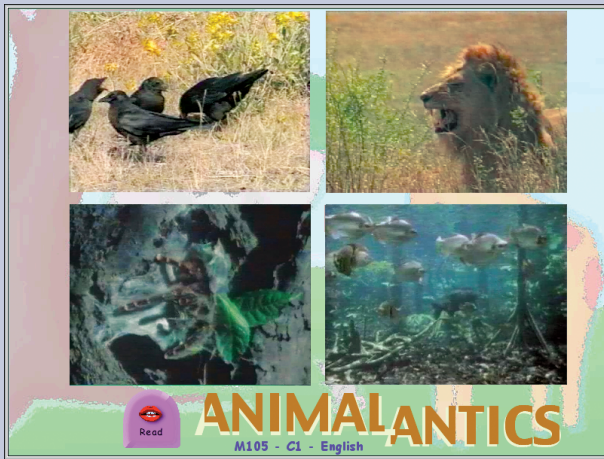
1. Bird, bee, shark, kangaroo.

bumblebee 41 65



2. Elephants, lizard, fish, crab.

elephants 79 85



3. Crow, lion, spider, fish.

	% responses	
	y4	y8
fish	45	43



4. Frog, elephants, hummingbird, beetle.

hummingbird	82	93
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5. Fish, snail, lion, kangaroo.

snail	41	59
Total score:	5	6
	4	26
	3	31
	2	25
0-1	12	4

Commentary:

Students enjoyed this task. There was a substantial element of personal judgement involved with some extracts. About 20 percent more year 8 than year 4 students performed well on this task.

Blow Pluck Hit

Approach: Station

Level: Year 4 and year 8

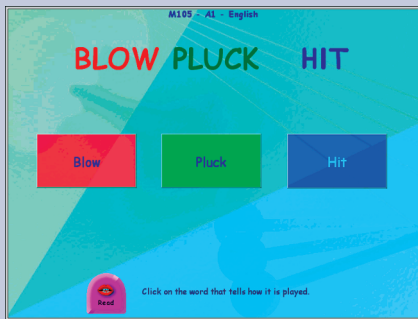
Focus: Identifying, by listening to musical performances, whether the sole instrument was played by blowing, plucking, or hitting.

Resources: Computer program on a laptop computer.

Questions/instructions:

- Click on the button that says **Blow Pluck Hit** to begin the task.
The computer will then tell you what to do.
If it doesn't, tell the teacher.

Students were asked to listen to a piece of music being played on a instrument or cluster of related instruments. In each case, they were to indicate whether the instrument was played by blowing, plucking, or hitting. They clicked on their chosen option.



		% responses	
		y4	y8
1. Qin - China	pluck	92	98
2. Gamelon gongs - Phillipines	hit	92	99
3. Aruding - Phillipines	pluck	77	76
4. Shakuhachi - Japan	blow	91	99
5. Steel band - Trinidad	hit	76	90
6. Rihe panpipes - Soloman Islands	blow	93	98
Total score:		6	56
		5	26
		3-4	14
		0-2	4

Commentary:

At least 90 percent of year 8 students succeeded with five of the six examples. The only exception was the Aruding, which only 76 percent correctly identified as plucked. Year 4 students also performed well, with only 10 percent fewer getting all six examples correct.

Music In Style



Approach: Station

Level: Year 4 and year 8

Focus: Identifying whether musical extracts would be classified as jazz, classical, country, rap, rock or folk music.

Resources: Computer program on laptop computer.

Questions/instructions:

- This activity is done on the computer.
- Click on the button that says **Music In Style** to begin the task. The computer will then tell you what to do. If it doesn't, tell the teacher.

Students were asked to listen to musical extracts and classify them as jazz, classical, country, rap, rock, or folk music. They responded by clicking the button with the appropriate label.



		% responses	
		y4	y8
6.	Rock	53	85
7.	Rap	55	92
8.	Classical	52	83
9.	Rock	59	80
10.	Country	57	75
11.	Folk	27	46
Total score:		11	1
		9-10	9
		7-8	23
		5-6	24
		3-4	28
		0-2	15

example		% responses	
		y4	y8
1.	Jazz	49	91
2.	Rap	49	91
3.	Classical	53	83
4.	Jazz	36	66
5.	Country	49	86
	Folk	27	57

Commentary:

About 40 percent more year 8 than year 4 students succeeded well with this task. Jazz and Folk were the least successful categories.

Link tasks 8-10

LINK TASK 8

Approach: Station

Level: Year 4 and year 8

Focus: Match music notation to sounds.

Resources: Program on laptop computer.

Total score:	% responses	
	y4	y8
4	14	47
3	28	28
2	28	17
1	23	7
0	7	1

Commentary:

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

LINK TASK 9

Approach: Station

Level: Year 4 and year 8

Focus: Matching rhythmic pattern with musical notation.

Resources: Program on laptop computer.

Total score:	% responses	
	y4	y8
6-7	5	26
5	11	19
4	20	20
3	23	17
2	26	13
0-1	15	5

Commentary:

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

LINK TASK 10

Approach: Station

Level: Year 4 and year 8

Focus: Identifying which of three tunes is different.

Resources: Program on laptop computer.

Total score:	% responses	
	y4	y8
4	7	15
3	16	30
2	41	32
1	28	19
0	8	4

Commentary:

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