

MUSIC

Possible assessment tasks	Assessment period	Topics and/or Concepts	The achievement grade includes assessment from the following tasks:
<p>Explore and Express ideas</p> <ul style="list-style-type: none"> • Participate in a variety of songs and games <p>Music Practices</p> <ul style="list-style-type: none"> • Learn rhythmical and pitch patterns in known songs • Play instruments <p>Present and Perform</p> <ul style="list-style-type: none"> • 1/2 will learn songs to perform 	<p>Weeks 1-7</p>	<p>*Students will listen and respond to rhythmical elements such as ‘ta, titi and sa’ through singing and movement. Visual charts will be introduced to assist with this understanding</p> <p>*Understanding difference between the rhythm and beat</p> <p>*Participate in songs and games – teamwork and listening to each other</p> <p>*Understand the difference between high and low sounds.</p>	<ul style="list-style-type: none"> • Can move or clap the beat of known songs • Actively participates in songs and games • Responds to the learning intention and is able to articulate how they went • Beat and Rhythm tests
<p>Respond and Interpret</p> <ul style="list-style-type: none"> • Learn simple songs and start to interpret what they hear • Take part in musical games including small solo singing experiences • Articulate which songs/activities they enjoy and why 	<p>Weeks 8-14</p>	<p>*Participate in songs and games – teamwork and listening to each other</p> <p>*begin to distinguish the difference between high and low sounds.</p> <p>*begin to hear the difference between fast and slow sounds as well as loud and soft. Relate this to environmental sounds and understand why there are differences.</p>	<ul style="list-style-type: none"> • Pitch, tempo tests • Is actively involved in the rehearsing of 2 songs to perform • Use instruments to respond to music or given stimuli
	<p>Weeks 14 - 20</p>	<p>Participate in songs and games – teamwork and listening to each</p>	<ul style="list-style-type: none"> • Dynamic test

		<p>other</p> <ul style="list-style-type: none"> *Rehearse two songs to perform as a grade * continue to understand the differences between loud and soft sounds. * Introduce tone colour 	<ul style="list-style-type: none"> • Understand that musical notation is written on a staff and begin to write notes on this. • Perform 2 songs (1/2) • Use instruments to respond to music or given stimuli
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For Student Progress Report teachers will make an “on-balance’ judgement about each student’s achievement in this subject. They will draw on VEL’s assessment standards, classroom observation, student’s contribution to work in class, as well as from a range of assessment tasks outlined in this assessment guide.