

Years 3–4 assessment techniques and conditions v1.0

The Arts — Music

This document outlines assessment techniques and response conditions to achieve range and balance within an assessment program. Schools consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques and response conditions.

Techniques	Extended response	Practical and/or performance	Test
Description	An extended response assesses students' abilities to explore and respond to music works either before, during or after the making of their own music works, or in response to the music works of others.	A practical and/or performance assesses students' abilities when composing and/or performing music works.	A test assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. A test ensures student authorship.
	An extended response focuses on the responding strand and requires students to: <ul style="list-style-type: none"> describe and discuss similarities and differences between music they listen to, compose and perform discuss how they and others use the elements of music in performance and composition. 	A practical and/or performance focuses on the making strand and requires to: <ul style="list-style-type: none"> compose and arrange sound, silence, tempo and volume to communicate ideas use aural skills by singing and playing instruments with accurate pitch, rhythm and expression. 	A test requires students to respond to one or more assessment items. These items are based on questions or tasks that are typically unseen. Questions or tasks may be based on stimulus material.
Formats (examples only)	Responding formats include: <ul style="list-style-type: none"> written <ul style="list-style-type: none"> annotated pictures, diagrams, sketches and/or photographs short response spoken/signed or multimodal <ul style="list-style-type: none"> visual recording with audio commentary spoken response with auditory and/or visual prompts, e.g. sound sources, musical scores digital response combining appropriate technologies, e.g. images, sound bites and embedded videos. 	Making formats include: <ul style="list-style-type: none"> live or recorded music works throughout the composition process compositions as a written score (traditional, graphic or contemporary), sound recording or both live performances of own or others' musical compositions playing instruments solo and/or in an ensemble. 	Formats include: <ul style="list-style-type: none"> short response items <ul style="list-style-type: none"> paragraph response simple description or explanation response to stimulus.

Techniques	Extended response	Practical and/or performance	Test
Conditions	<p>Suggested length:*</p> <p>Responding to own work/making</p> <ul style="list-style-type: none"> written responses 100–200 words spoken/signed response up to 45 seconds multimodal responses up to 1 minute. <p>Responding to work of others</p> <ul style="list-style-type: none"> written responses 200–300 words spoken/signed responses up to 1 minute multimodal responses up to 1½ minutes. 	<p>Suggested length:*</p> <p>Making — Composing</p> <ul style="list-style-type: none"> composition of 6–8 bars or 5–10 seconds accompanied by statement of compositional intent <ul style="list-style-type: none"> written responses 25–50 words spoken/signed responses up to 30 seconds. <p>Making — Performing</p> <ul style="list-style-type: none"> performances: up to 1 minute accompanied by a performance statement <ul style="list-style-type: none"> written responses 25–50 words spoken/signed responses up to 30 seconds. 	<p>Suggested time:</p> <ul style="list-style-type: none"> up to 40 minutes, plus 10 minutes perusal. <p>Suggested length:*</p> <ul style="list-style-type: none"> 50–200 words.

Notes

Responses can be written, physical, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live and may be presented digitally.

* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.