

## Grade 7 Arts and Culture Worksheet

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### Assessment Task: Music Analysis

#### How the music makes me feel

#### Part One: Listen to music and respond

Your teacher will play you two different pieces of music. Listen carefully to the music. You are going to answer the questions that follow based on your response to the music.

In order to answer the questions meaningfully, write the names of the two pieces of music here:

Item 1: \_\_\_\_\_

Item 2: \_\_\_\_\_

1. For each item, describe the music in terms of its dynamic. (Was it loud, soft or moderate?)

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2. For each item, describe the music in terms of its tempo. (Was it slow, moderate or fast?)

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3. How does the music make you feel? (Think of emotions such as sad, happy, excited, uneasy, calm, etc.)

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4. If the items had words, how did the words make you feel?

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5. Was there anything else about the music items that you found interesting?

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[10 marks]

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### Part Two: Describe your own music

If you were a composer and you were going to compose a piece of music based on how you feel today, describe what the piece of music would sound like. (Use the questions from Part One to help you write an interesting and informed description.)

[5 marks]

### Part Three: Present your own music

- a. Find a piece of music that very clearly expresses an emotion that you have felt some time in your life. Bring the piece of music to school to play to the class.
- b. Explain to the class why you chose this piece of music and how it made you feel.
- c. Explain the piece of music in terms of tempo and dynamic and any other interesting aspect.
- d. Make sure all your ideas are written down in a neat presentation to hand to your teacher to mark. The following rubric will be used to assess you:

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### Rubric to assess music presentation

Criteria	4 marks	3 marks	2 marks	1 mark
<b>Presentation and task management.</b>	Learner presents music and is able to competently play the music for the class. The written task is handed in on time, neatly presented.	Learner presents music and is able to play the music for the class. The written task is handed in on time.	Learner is mostly able to play the music for the class, battles with the equipment. The written task is handed in, presentation not very neat.	Learner unable to play the music for the class. The written task is handed in late, with no attention to presentation.
<b>Description of mood/emotion.</b>	Learner has chosen a piece of music with a definite mood and is able to concisely explain the emotions evoked.	Learner has chosen a piece of music with a mood evident and is able to explain the emotions evoked.	Learner has chosen a piece of music which does not necessarily have a definite mood and is unable to concisely explain the emotions evoked.	Learner has chosen a piece of music without a definite mood and is unable to explain the emotions evoked at all.
<b>Description of music in terms of dynamic and tempo.</b>	Learner is able to use the musical terms confidently and competently.	Learner is able to use the musical terms well.	Learner needs assistance to use the musical terms.	Learner is unable to use the musical terms.

[12 marks]

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### Suggested Solutions

Question number	Possible marks	Solution
1	10	There are no “correct” answers to this task as the nature of the answers depends on the piece of music used. Award marks accordingly. Encourage learners to supply reasons for their answers so that they learn to justify opinions.
2	5	There are no “correct” answers to this task. Award marks according to how the learner justified the choice of the music based on the emotions felt. Also consider usage of terminology such as tempo and dynamic. Encourage learners to supply reasons for their answers so that they learn to justify opinions.
3	12	See rubric in Appendix of Assessment Tools.

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### Appendix of Assessment Tools

#### Rubric to assess music presentation

Criteria	4 marks	3 marks	2 marks	1 mark
<b>Presentation and task management.</b>	Learner presents music and is able to competently play the music for the class. The written task is handed in on time, neatly presented.	Learner presents music and is able to play the music for the class. The written task is handed in on time.	Learner is mostly able to play the music for the class, battles with the equipment. The written task is handed in, presentation not very neat.	Learner unable to play the music for the class. The written task is handed in late, with no attention to presentation.
<b>Description of mood/emotion.</b>	Learner has chosen a piece of music with a definite mood and is able to concisely explain the emotions evoked.	Learner has chosen a piece of music with a mood evident and is able to explain the emotions evoked.	Learner has chosen a piece of music which does not necessarily have a definite mood and is unable to concisely explain the emotions evoked.	Learner has chosen a piece of music without a definite mood and is unable to explain the emotions evoked at all.
<b>Description of music in terms of dynamic and tempo.</b>	Learner is able to use the musical terms confidently and competently.	Learner is able to use the musical terms well.	Learner needs assistance to use the musical terms.	Learner is unable to use the musical terms.