

# Deadly Arts

Together We Sing on Noongar Boodja



## Peer Assessment

|                                                                                                                                                                                                                              |                                                                                                                                                      |                                                                                                                                                                                                     |                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The piece included at least 2 different instruments.</p> <ul style="list-style-type: none"> <li>• Vocal</li> <li>• Body percussion</li> <li>• Percussion instruments</li> <li>• Found objects</li> <li>• Other</li> </ul> | <p><b>Dynamics</b></p> <p>The piece clearly included contrasting dynamics.</p>                                                                       | <p><b>Beat</b></p> <p>There was a steady beat maintained throughout the piece with body percussion or played on a percussion instrument.</p>                                                        | <p><b>Rhythm</b></p> <p>The lyrics matched the rhythmic pattern of the melody.</p>                                                                                                                    |
| <p><b>Lyrics</b></p> <p>The students wrote out the lyrics.</p>                                                                                                                                                               | <p><b>First Nation Language</b></p> <p>The students included words that are spoken by your local Aboriginal or Torres Strait Islander community.</p> | <p><b>Mood/Atmosphere</b></p> <p>The sounds represented the season.</p> <ul style="list-style-type: none"> <li>• A little bit</li> <li>• Well</li> <li>• Extremely well</li> </ul>                  | <p><b>Actions</b></p> <p>The actions suited the lyrics.</p> <ul style="list-style-type: none"> <li>• A little bit</li> <li>• Well</li> <li>• Extremely well</li> </ul>                                |
| <p><b>Form</b></p> <p>The students performed a strophic piece.</p> <p>If not, can they explain the form they used?</p>                                                                                                       | <p><b>Melody</b></p> <p>The melody was recognisable.</p>                                                                                             | <p><b>Tempo</b></p> <p>The tempo was of a moderate.</p>                                                                                                                                             | <p><b>Pitch</b></p> <p>The pitch was suitable for younger singers.</p>                                                                                                                                |
| <p><b>Movement</b></p> <p>The movements enhanced the performance.</p> <ul style="list-style-type: none"> <li>• A little bit</li> <li>• Improved</li> <li>• Exceeded</li> </ul>                                               | <p><b>Ostinato</b></p> <p>There was an ostinato (repeated pattern) in the piece.</p>                                                                 | <p><b>Performance</b></p> <p>The students were able to perform their piece together.</p> <ul style="list-style-type: none"> <li>• A little bit</li> <li>• Well</li> <li>• Extremely well</li> </ul> | <p><b>Organisation</b></p> <p>The students were ready to perform and knew their parts.</p> <ul style="list-style-type: none"> <li>• A little bit</li> <li>• Well</li> <li>• Extremely well</li> </ul> |

On the back of the sheet write:

- One thing you enjoyed about their performance
- One thing the composers could improve on

Thank you for listening to the performance and providing positive and constructive feedback to the musicians.