



# Assessment task notification

<b>Course</b>	Year 12 Music 1
<b>Year</b>	Year 12 2024
<b>Task number</b>	Assessment Task 2
<b>Notification date</b>	Monday, 19 February 2024
<b>Task type</b>	Presentation
<b>Method of issue</b>	Hardcopy from class teacher + copy in class Microsoft Team
<b>Due date and time</b>	Monday, 25 March 2024
<b>Weighting</b>	20%

## Task description

This task requires the performance of one piece of music, in any genre, on any instrument of choice. Analyse this performance and compare it with another performer of the same piece. The analysis should be presented as a comparison in a table format.

## Performance

- Present one performance in any style demonstrating knowledge of the concepts of music.
- The performance should display technical ability, stylistic awareness, personal expression and solo/ensemble balance on any instrument of choice.
- The performance will not exceed 5 minutes.

While doing this assessment you are permitted to use:

- sheet music.
- a computer with a backing track.
- chosen instrument.

- an accompanist or ensemble.
- any sound equipment like an amplifier and a microphone.

## Aural

- Record your performance for analysis.
- Listen to your recording and another version of the same piece, create a table and analyse each piece using the concepts of music. The analysis is in dot point format.

While doing this assessment you are permitted to use:

- a music source like iTunes or Spotify.
- music editing software like GarageBand or Audacity.
- sheet music.
- your own class notes.
- a computer.

## Outcomes assessed

H1	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H5	critically evaluates and discusses performances and compositions
H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H9	performs as a means of self-expression and communication

## Marking criteria

You will be assessed on how well you:

- perform stylistically incorporating technical skill, personal expression and understanding of the musical role as a soloist
- demonstrate an understanding of the concepts of music in the analysis and viva voce

- organise ideas to demonstrate a musicological focus
- support the discussion with relevant musical examples

Please see the marking guidelines at the end of this notification for further detail.

## Feedback provided

The teacher will provide feedback outlining strengths and areas for improvement to build on knowledge, understanding and skills for future learning.

# Marking guidelines

<b>Performance</b>	
A student in this range:	<b>Mark range</b>
<ul style="list-style-type: none"> <li>demonstrates highly developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</li> <li>demonstrates perceptive stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques</li> <li>performs with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style</li> <li>demonstrates a highly developed understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> </ul>	<b>17–20</b>
<ul style="list-style-type: none"> <li>demonstrates developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</li> <li>demonstrate stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques</li> <li>performs with a sense of personal expression, demonstrated by the use of express techniques and sensitivity to the chosen style</li> <li>demonstrates a developed understanding of solo/ensemble techniques including the role of soloist/ensemble and issues of balance</li> </ul>	<b>13–16</b>
<ul style="list-style-type: none"> <li>demonstrates competent technical skills. Some problems in maintaining fluency and technical facility are evident as are inconsistencies in intonation</li> </ul>	<b>9–12</b>

<ul style="list-style-type: none"> <li>demonstrates a sense of stylistic understanding through performance of the chosen repertoire. The articulation and/or dynamics and/or expressive techniques may not be consistently appropriate to the chosen style</li> <li>performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style</li> <li>demonstrates a competent, although not consistent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> </ul>	
<ul style="list-style-type: none"> <li>demonstrates some basic technical skill, although there are frequent inconsistencies in technical fluency, technical facility and intonation</li> <li>demonstrates a basic stylistic understanding. Articulation and/or dynamics and/or expressive techniques are not consistently appropriate to the chosen style</li> <li>performs the chosen repertoire with little sense of musical expression</li> <li>demonstrates a limited awareness of the performer's role as a soloist/ensemble member, which may be evident through lack of communication and balance in the ensemble or with the accompanist</li> </ul>	<b>5–8</b>
<ul style="list-style-type: none"> <li>demonstrates very limited technical skills</li> <li>demonstrates little evidence of stylistic understanding of the chosen style</li> <li>performs the chosen repertoire with little or no sense of musical expression</li> <li>demonstrates little or no awareness of the performer's role as a soloist/ensemble member</li> </ul>	<b>1–4</b>

<b>Aural</b>	
A student in this range:	<b>Mark range</b>
<ul style="list-style-type: none"> <li>articulates a clear understanding of the topic, demonstrating perceptive and accomplished understanding of style, the concepts of music, and the relationships between the concepts</li> <li>demonstrates evidence of focused listening, making excellent observations, judgements and comparisons</li> <li>includes a variety of formats – e.g., diagrams and notation, to aid explanation of the performance process</li> </ul>	<b>17–20</b>
<ul style="list-style-type: none"> <li>describes aspects of the topic, demonstrating in some detail, an understanding of style, the concepts of music and the relationships between the concepts</li> <li>demonstrates some evidence of wider listening, making appropriate observations, judgements and comparisons</li> <li>includes a variety of formats – e.g., diagrams and notation, to aid explanation of the performance process, although some inaccuracies may be evident</li> </ul>	<b>13–16</b>
<ul style="list-style-type: none"> <li>describes some aspects of the topic, demonstrating a sound understanding of style, the concepts of music and some relationships between the concepts</li> <li>demonstrates some evidence of listening, making sound observations, judgements and comparisons</li> <li>includes some diagrams and notation to aid explanation although inaccuracies are evident</li> </ul>	<b>9–12</b>
<ul style="list-style-type: none"> <li>describes some aspects of the topic, demonstrating a basic understanding of style, the concepts of music and their relationships</li> <li>demonstrates basic evidence of listening, making basic observations, judgements and comparisons</li> </ul>	<b>5–8</b>

<ul style="list-style-type: none"> <li>includes little or no diagrams and notation, demonstrating a basic explanation of the performance process</li> </ul>	
<ul style="list-style-type: none"> <li>describes, in little detail, aspects of the topic with limited understanding of style, the concepts of music and their relationships</li> <li>demonstrates limited evidence of listening, observations, judgements and comparisons</li> <li>demonstrates limited skills in organising ideas into a coherent explanation of the performance process</li> </ul>	<p><b>1–4</b></p>