



# Coonabarabran High School

## ASSESSMENT NOTIFICATION

<b>Subject:</b>	Year 12 Music 1
<b>Teacher:</b>	<b>Mrs Rossler</b>
<b>Topic:</b>	Assessment Task 3: Electives 2 and 3
<b>Weighting:</b>	30% (Elective 2 15%; Elective 3 15%)
<b>Due Date:</b>	<b>07/08/2019 (Term 3 Week 3)</b>

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Through activities in performance, composition, musicology and aural, a student:

- 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
  - H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
  - H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
  - H9 performs as a means of self-expression and communication
  - H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
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This task has ***TWO*** components.

### 1. Elective 2: 15%

Complete either:

- One performance (time limit: 5 minutes) OR
- One Viva Voce for one Year 12 Topic (time limit: 10 minutes) OR
- One composition and Diary (time limit: 4 minutes)

### 2. Elective 3: 15%

Complete either:

- One performance (time limit: 5 minutes) OR
- One Viva Voce for one Year 12 Topic (time limit: 10 minutes) OR
- One composition and Diary (time limit: 4 minutes)

**NOTE:**

*This is a compulsory assessment task. You are required to hand in this assessment task ON or BEFORE the due date. You are to make a genuine attempt at the assessment task. Failing to do so may result in the awarding of the grade of 0%. If you will be away on the day on which the assessment is due, you are required to hand it in BEFORE OR arrange an extension with your class teacher at least one (1) week in advance. If you are away from school on the day the assessment is due, as a result of an unplanned event, you are required to provide your teacher with a note from a parent/caregiver when you return TOGETHER with the completed assessment task.*

### Performance examination criteria

Candidates will be assessed on their musical effectiveness through:

- demonstration of technical skills
- stylistic interpretation of the chosen repertoire
- sense of musical expression and sensitivity to the chosen repertoire
- demonstration of solo and/or ensemble techniques.

### Marking guidelines: Performance

Criteria	Marks
<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>	17–20
<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>• Demonstrates 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 expressive techniques and sensitivity to the chosen style</li><li>• Demonstrates a 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>	13–16
<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>	9–12
<ul style="list-style-type: none"><li>• Makes an attempt to provide a musicological focus in the discussion</li><li>• Demonstrates basic understanding of the chosen topic</li><li>• Demonstrates basic aural awareness and skill in discussing the musical concepts</li><li>• Presents some musical examples</li></ul>	5-8
<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>	1-4

## Musicology examination criteria

Candidates will be assessed on how well they demonstrate:

- a musicological focus
- an understanding of the chosen topic
- an understanding of musical concepts and the relationship between them
- relevant musical examples that support the discussion.

## Marking guidelines: Viva Voce

Criteria	Marks
<ul style="list-style-type: none"><li>• Discussion has a clear and consistent musicological focus</li><li>• Demonstrates a perceptive understanding of the chosen topic</li><li>• Demonstrates high level aural awareness and understanding of musical concepts and their relationship to the chosen topic</li><li>• Supports the discussion with relevant musical examples</li></ul>	17–20
<ul style="list-style-type: none"><li>• Discussion has a musicological focus</li><li>• Demonstrates a detailed understanding of the chosen topic</li><li>• Demonstrates thorough aural awareness and understanding of musical concepts and their relationship to the chosen topic</li><li>• Supports the discussion with relevant musical examples</li></ul>	13–16
<ul style="list-style-type: none"><li>• Discussion has a musicological focus but may be inconsistent</li><li>• Demonstrates a generally sound understanding of the chosen topic although there may be some inaccuracies</li><li>• Demonstrates some aural awareness and ability to discuss the use of musical concepts in the chosen topic</li><li>• Presents relevant musical examples</li></ul>	9–12
<ul style="list-style-type: none"><li>• Makes an attempt to provide a musicological focus in the discussion</li><li>• Demonstrates basic understanding of the chosen topic</li><li>• Demonstrates basic aural awareness and skill in discussing the musical concepts</li><li>• Presents some musical examples</li></ul>	5–8
<ul style="list-style-type: none"><li>• Discussion lacks a musicological focus</li><li>• Demonstrates limited understanding of the chosen topic</li><li>• Demonstrates limited aural awareness and skill in discussing the musical concepts in the repertoire studied</li><li>• Uses irrelevant or inappropriate musical examples</li></ul>	1–4

## Marking guidelines: Composition

Criteria	Marks
<ul style="list-style-type: none"> <li>• Composes a work that successfully and coherently represents the chosen topic, demonstrating perceptive and accomplished understanding of style, the concepts of music, and the relationships between the concepts</li> <li>• Demonstrates comprehensive knowledge and understanding of score conventions and performance directions appropriate to the chosen topic</li> <li>• Demonstrates high level skills in organising ideas into musical structures</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Composes a work that successfully and coherently represents the chosen topic, demonstrating a thorough understanding of the style, the concepts of music, and the relationships between the concepts</li> <li>• Demonstrates a detailed knowledge and understanding of score conventions and performance directions appropriate to the chosen topic</li> <li>• Demonstrates proficient skills in organising ideas into musical structures</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Composes a work that represents the chosen topic, demonstrating an understanding of the style, the concepts of music, and the relationships between the concepts</li> <li>• Demonstrates knowledge and understanding of score conventions and provides clear performance directions appropriate to the chosen topic</li> <li>• Demonstrates skills in organising ideas into musical structures</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Composes a work that is a basic representation of the chosen topic, demonstrating some understanding of the style, the concepts of music, and the relationships between the concepts</li> <li>• Demonstrates basic knowledge and understanding of score conventions and provides limited performance directions appropriate to the chosen topic</li> <li>• Demonstrates basic skills in organising ideas into musical structures</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Composes a work that is a limited representation of the chosen topic, demonstrating little understanding of the style, the concepts of music, and the relationships between the concepts</li> <li>• Demonstrates limited knowledge and understanding of score conventions and provides few performance directions appropriate to the chosen topic</li> <li>• Demonstrates limited skills in organising ideas into coherent musical structures</li> </ul>	1–4