



# Coonabarabran High School

## ASSESSMENT NOTIFICATION

<b>Subject:</b>	Year 12 Music 1
<b>Teacher:</b>	<b>Mrs Rossler</b>
<b>Topic:</b>	Assessment Task 1: Core Musicology and Elective 1
<b>Weighting:</b>	25% (Core Musicology 10%; Elective 1 15%)
<b>Due Date:</b>	<b>7/12/2020 (Term 4 Week 9)</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
  - H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
  - 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. Core Musicology: 10% - Topic 1

Research an area of your choice *within the topic area* and present your findings in a viva voce.

Include your own demonstrations on instruments as appropriate.

A duplicate Summary Sheet must be handed in **before** the viva voce starts. A blank template is provided.

There is a time limit of 10 minutes.

### 2. Elective 1: 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.*

## 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>• Discussion demonstrates in-depth research and a perceptive understanding of the chosen topic</li><li>• Demonstrates high level of understanding of the musical concepts and discussion included a perceptive analysis of these</li><li>• Supports the discussion with relevant musical examples</li><li>• Discussion was well-prepared and rehearsed, excerpts were prepared in advance and summary sheet met all requirements</li></ul>	<b>17–20</b>
<ul style="list-style-type: none"><li>• Discussion has a musicological focus</li><li>• Discussion demonstrates wide research and a detailed understanding of the chosen topic</li><li>• Demonstrates a thorough understanding of the musical concepts and discussion included a detailed analysis of these</li><li>• Supports the discussion with relevant musical examples</li><li>• Discussion was prepared and rehearsed, excerpts were prepared in advance and summary sheet met all requirements</li></ul>	<b>13–16</b>
<ul style="list-style-type: none"><li>• Discussion has a musicological focus but may be inconsistent</li><li>• Discussion demonstrates some research and a generally sound understanding of the chosen topic</li><li>• Demonstrates some understanding of the musical concepts and discussion included an inconsistent analysis of these</li><li>• Presents mostly relevant musical examples</li><li>• Discussion was mostly prepared, excerpts were listed but not prepared in advance and summary sheet met most requirements</li></ul>	<b>9–12</b>
<ul style="list-style-type: none"><li>• Makes an attempt to provide a musicological focus in the discussion</li><li>• Discussion demonstrates basic research and a basic understanding of the chosen topic</li><li>• Demonstrates a basic understanding of the musical concepts and discussion included a limited analysis of these</li><li>• Presents some musical examples</li><li>• Discussion lacked clear preparation and rehearsal, excerpts were not clearly listed or prepared in advance and basic summary sheet was presented</li></ul>	<b>5-8</b>
<ul style="list-style-type: none"><li>• Discussion lacks a musicological focus</li><li>• Discussion demonstrates lack of research and a limited understanding of the chosen topic</li><li>• Demonstrates a limited understanding of the musical concepts and discussion lacked a satisfactory analysis of these</li><li>• Uses irrelevant or inappropriate musical examples</li><li>• Discussion lacked preparation, excerpts were not ready in advance or had to be found during the discussion and summary sheet was incomplete or not prepared</li></ul>	<b>1-4</b>

## 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>• Performance was fluent and demonstrated competent control of techniques as required for the specific piece. Intonation was correct.</li><li>• Excellent use of articulation, dynamics and expressive techniques</li><li>• Performance was musically sensitive and stylistically appropriate.</li><li>• Demonstrates a highly developed understanding of solo/ensemble techniques. Clear understanding of the role as soloist/ensemble member. Clear communication with accompanist or ensemble members.</li></ul>	<b>17–20</b>
<ul style="list-style-type: none"><li>• Performance was fluent and demonstrated developed control of techniques as required for the specific piece. Intonation was mostly correct.</li><li>• Competent use of articulation, dynamics and expressive techniques</li><li>• Performance was sensitive and stylistically mostly appropriate.</li><li>• Demonstrates a developed understanding of solo/ensemble techniques. Good understanding of the role as soloist/ensemble member. Mostly clear communication with accompanist or ensemble members.</li></ul>	<b>13–16</b>
<ul style="list-style-type: none"><li>• Performance lacked fluency and demonstrated inconsistent control of techniques as required for the specific piece. Intonation was problematic.</li><li>• Inconsistent use of articulation, dynamics and expressive techniques</li><li>• Performance showed limited musical sensitivity and stylistic expression.</li><li>• Demonstrates an inconsistent understanding of solo/ensemble techniques. Inconsistent understanding of the role as soloist/ensemble member. Lack of communication with accompanist or ensemble members.</li></ul>	<b>9–12</b>
<ul style="list-style-type: none"><li>• Performance lacked fluency and demonstrated basic technical skill. Intonation was problematic.</li><li>• Basic use of articulation, dynamics and expressive techniques</li><li>• Performance showed little sense of musical and stylistic expression.</li><li>• Demonstrates a limited understanding of solo/ensemble techniques. Limited understanding of the role as soloist/ensemble member. Lack of communication with accompanist or ensemble members.</li></ul>	<b>5–8</b>
<ul style="list-style-type: none"><li>• Performance was incomplete or lacked fluency and demonstrated limited control of techniques as required for the specific piece. Intonation was problematic.</li><li>• Little use of articulation, dynamics and expressive techniques</li><li>• Performance showed little or no sense of musical and stylistic expression.</li><li>• Demonstrates little or no understanding of solo/ensemble techniques. Little understanding of the role as soloist/ensemble member. No communication with accompanist or ensemble members.</li></ul>	<b>1–4</b>

## Marking guidelines: Composition

Criteria	Marks
<ul style="list-style-type: none"> <li>• Composition meets structural requirements – minimum of 32 bars, maximum 4 minutes, made use of contrast.</li> <li>• Composition demonstrates 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</li> <li>• Demonstrates structural cohesion and logical flow of sections</li> </ul>	<b>17–20</b>
<ul style="list-style-type: none"> <li>• Composition meets most structural requirements – minimum of 32 bars, maximum 4 minutes, made use of contrast.</li> <li>• Composition demonstrates 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 provides detailed performance directions</li> <li>• Demonstrates some structural cohesion and flow of sections</li> </ul>	<b>13–16</b>
<ul style="list-style-type: none"> <li>• Composition meets some structural requirements. The following requirements have errors: minimum of 32 bars, maximum 4 minutes, made use of contrast.</li> <li>• Composition demonstrates 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</li> <li>• Demonstrates some structure and limited sense of sections</li> </ul>	<b>9–12</b>
<ul style="list-style-type: none"> <li>• Composition meets basic structural requirements – minimum of 32 bars, maximum 4 minutes, made use of contrast.</li> <li>• Composition demonstrates 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</li> <li>• Demonstrates basic structure and limited sense of sections</li> </ul>	<b>5–8</b>
<ul style="list-style-type: none"> <li>• Composition does not meet structural requirements. The following requirements have not been met: minimum of 32 bars, maximum 4 minutes, made use of contrast.</li> <li>• Composition demonstrates 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</li> <li>• Demonstrates lack of structure and absence of clear sections or parts</li> </ul>	<b>1–4</b>

# 2021 Higher School Certificate Examination

## MUSICOLOGY VIVA VOCE OUTLINE SUMMARY (M6)

Student Name: ..... Date: .....

This Musicology Viva Voce is being presented as ( ✓ ):

ELECTIVE 1

or

ELECTIVE 2

or

ELECTIVE 3

The *viva voce* must represent ONE of the three topics studied in the HSC Course.

The maximum length of each *viva voce* is 10 minutes.

If more than one Musicology elective is presented, each *viva voce* must represent a different topic from among the three topics studied in the HSC Course.

Title of Viva Voce	Course Topic Represented

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## Assessment Task Notification Acknowledgement Slip

I \_\_\_\_\_ acknowledge that I have received the Assessment Notification for the Year 12 Music ASSESSMENT TASK 1: Core Musicology and Elective 1. It is due on **7 December 2021**.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_