



Coonabarabran High School

ASSESSMENT NOTIFICATION

Subject:	Year 11 Music 1
Teacher:	Mrs Rossler
Topic:	Assessment Task 1: TOPICS 1 and 2 – Performance and Musicology
Weighting:	40% (Performance 25%: Musicology 15%)
Due Date:	Friday 24/05/2021 (Term 2 Week 6)

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

- P1 performs music that is characteristic of the topics studied
 - P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
 - P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
 - P6 observes and discusses concepts of music in works representative of the topics studied
 - P9 performs as a means of self-expression and communication
 - P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
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ALL COMPONENTS OF THIS TASK RELATE TO **TOPICS 1 AND 2** OF YOUR MUSIC TOPICS.

This task has **TWO** sections.

1. PERFORMANCE: 25%

- Perform **TWO** works – one representing TOPIC 1 and the other representing TOPIC 2.

2. MUSICOLOGY: 15%

- Present an analysis which focuses on the use of the concepts within **each** of the two performance pieces.

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.

1. PERFORMANCE REQUIREMENTS

- 1. PERFORMANCE:** Perform **TWO** works – one representing TOPIC 1, the other representing TOPIC 2. **25%**
 - Performances can be solo or ensemble pieces. If an ensemble piece is selected, you must ensure that you lead the performance.
 - The performance pieces must represent TOPICS 1 and 2 individually.
 - Each piece may not exceed 5 minutes in length.
 - Please consult the Marking Guidelines on page 3.

2. MUSICOLOGY

- 2. VIVA VOCE:** Present an analysis which focuses on the use of the concepts within each of the two performances. **15%**
 - Your analysis must be organised around the six concepts of Music: Tone Colour, Texture, Pitch, Duration, Structure, and Dynamics and Expressive Techniques.
 - It is a good idea to use the sheet music for reference as well as a recording of the piece (by another artist). Refer to both the sheet music and recording in your analysis.
 - Include background information about the topic represented.
 - Please consult the Marking Guidelines below.

Marking Guidelines: Performance

Criteria	Marks
<ul style="list-style-type: none"> • Performance was fluent and demonstrated competent control of techniques as required for the specific piece. Intonation was correct. • Excellent use of articulation, dynamics and expressive techniques • Performance was musically sensitive and stylistically appropriate. • 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. 	17–20
<ul style="list-style-type: none"> • Performance was fluent and demonstrated developed control of techniques as required for the specific piece. Intonation was mostly correct. • Competent use of articulation, dynamics and expressive techniques • Performance was sensitive and stylistically mostly appropriate. • 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. 	13–16
<ul style="list-style-type: none"> • Performance lacked fluency and demonstrated inconsistent control of techniques as required for the specific piece. Intonation was problematic. • Inconsistent use of articulation, dynamics and expressive techniques • Performance showed limited musical sensitivity and stylistic expression. • 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. 	9–12
<ul style="list-style-type: none"> • Performance lacked fluency and demonstrated basic technical skill. Intonation was problematic. • Basic use of articulation, dynamics and expressive techniques • Performance showed little sense of musical and stylistic expression. • 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. 	5–8
<ul style="list-style-type: none"> • Performance was incomplete or lacked fluency and demonstrated limited control of techniques as required for the specific piece. Intonation was problematic. • Little use of articulation, dynamics and expressive techniques • Performance showed little or no sense of musical and stylistic expression. • 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. 	1–4
TOTAL OUT OF 20	

Marking Guidelines: Viva Voce

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