



# Orange High School

## Assessment Task Notification

<b>Subject</b>	Music 1
<b>Topic</b>	Musicology. Performance or Composition
<b>Class Teacher</b>	Deanne Prusiak
<b>Head Teacher</b>	Shea Atchison
<b>Year</b>	Year 12
<b>Date Given</b>	18.5.23
<b>Date Due</b>	Week beginning 12.6.23
<b>Weighting</b>	30%

### Assessment Outline

#### Presentation or Submission of Electives 1 and 2:

15% each = 30%

#### Elective 1: Performance, Viva or Composition

#### Elective 2: Performance, Viva or Composition

#### **Viva Voce**

Provide a statement of your study, for example, *Emotion in movies is accentuated by a soundtrack*. From your research you are required to present a **10 minute talk** about your topic. You need to provide a *Viva Voce Outline Summary Sheet* outlining your area of study (These are dot points which will guide your talk). Remember this is concepts based and you must provide live examples. Make sure these can be played using your device that links to the sound system. You can also demonstrate this by playing your instrument live.

**You must also hand in a copy of all research in a portfolio, whether the information is being used or not.**

#### **Performance**

Perform one piece that displays your solo skills as a musician, either as part of a band or a solo. This must be a piece you will be performing for the HSC. Time limit: 5 minutes

#### **Composition**

Submit a **current** copy of your composition, along with your portfolio. The portfolio must include an in-depth analysis of your piece.

#### **Non-completion of Task:**

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

#### **Plagiarism:**

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

**Failure to follow the above procedures may result in a zero award.**

**The policies and procedures that are outlined in the NESAs booklet will be followed regarding the noncompletion of assessment tasks.**

### Outcomes Assessed

**P2** demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics.

**P4** creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts.

**P5** analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations.

**P9** identifies, recognises, experiments with, and discusses the use of technology in music.

### Viva Voce – Marking Rubric

<b>Range</b>	<b>A Student in this range:</b>
17-20	<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 example</li></ul>
13-16	<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>
9-12	<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>
5-8	<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>
1-4	<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>

### **Performance - Assessment 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 *Outcomes assessed: P1, P2, P7*

Performance – Marking Rubric

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 competent technical skills. Some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation</li> <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>	9–12
<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>	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

## **Contexts**

Students will study music in a variety of contexts. These musical contexts (styles, periods and genres) will be studied through specific topics.

### **Topics available for study:**

An instrument and its repertoire

Australian music

Baroque music

Jazz

Medieval music

Methods of notating music

Music and religion

Music and the related arts

Music for large ensembles

Music for radio, film, television and multimedia

Music for small ensembles

Music in education

Music of a culture (Preliminary course)

Music of a culture (HSC course)

Music of the 18th century

Music of the 19th century

Music of the 20th and 21st centuries

Popular music

Renaissance music

Rock music

Technology and its influence on music

Theatre music

# MUSIC 1 VIVA VOCE SUMMARY OUTLINE SHEET

STUDENT NO: ..... Student first name..... SCHOOL NO: .....

*To be prepared in advance and handed to the Markers*

*(A separate form must be used for each Viva Voce)*

**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 Course Topic.

Title of Viva Voce	Course Topic Represented

## Summary Outline