



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Music 1
Topic	Musicology and Performance
Class Teacher	Deanne Prusiak
Head Teacher	Pauline Frost
Year	Year 12
Date Given	13/11/18
Date Due	7/12/18 (Week 8)
Weighting	20%

Assessment Outline

Task 1 – Performance (10%)

Perform 1 piece that you will be performing for the HSC. Time limit: 5 minutes

Task 2 – Viva Voce Research (10%) Minimum length: 1000 words

Submit research on your chosen topic/question.

Your research must include:

1. History of the pieces/songs you are using, including a bibliography.
2. Background information on the composers, pieces, musicals, you are using in your viva.
3. Analyses of each piece/song, referring to the Music Concepts. (See p.4 for layout). You will be presenting one of these analyses to the class. Please remember to use listening excerpts in your presentation.

You must reference your work and use your own words. Short quotes are acceptable.

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 on the ROSA booklet will be followed regarding the non-completion of assessment tasks.

Outcomes Assessed

H1 performs stylistically, music that is characteristic of the topics studied, both as a soloist and as a member of an ensemble

H2 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.

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

H9 identifies, recognises, experiments with, and discusses the use of technology in music.

Musicology and Aural Analysis

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

Performance

A student in this range:

Demonstrates highly-developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire

Demonstrates perceptive stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques

Performs with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style

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

17–20

Demonstrates developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire

Demonstrates stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques

Performs with a sense of personal expression, demonstrated by the use of expressive techniques and sensitivity to the chosen style

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

13–16

Demonstrates competent technical skills. Some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation

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

Performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style

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

9–12

Demonstrates some basic technical skill, although there are frequent inconsistencies in technical fluency, technical facility, and intonation

Demonstrates a basic stylistic understanding. Articulation and/or dynamics and/or expressive techniques are not consistently appropriate to the chosen style

Performs the chosen repertoire with little sense of musical expression

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

5–8

Demonstrates very limited technical skills

Demonstrates little evidence of stylistic understanding of the chosen style

Performs the chosen repertoire with little or no sense of musical expression

Demonstrates little or no awareness of the performer's role as a soloist/ensemble member

1–4

Aural Analysis

Please present your aural analysis using a table. E.g.

Name of Piece and Composer

Section	Pitch	Duration	Dynamics and Expressive Techniques	Structure	Tone Colour	Texture
A	<ul style="list-style-type: none">• Step wise movement• Trumpet plays melody	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••
B	etc					
C						

Use as many dots points as you need for each concept.