



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	20/11/2019
Date Due	4/12/2019 or 5/12/2019
Weighting	20%

Assessment Outline

Part A -10%

Research and Musicology: An Instrument and Its Repertoire

Write a one page history of your instrument. Please include a bibliography.
Choose a piece/song to perform on your instrument and analyse it in dot point form, using all of the six Music Concepts. It must be a piece/song that you have not analysed before.

Task 2: Performance: 10%

Perform the same song/piece that you have analysed. It must display your solo skills as a musician. You **cannot use a backing track** and you are encouraged to perform with other students in your class. Time limit: 5 minutes

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.

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

Research – Marking Rubric

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 example
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 - 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"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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

