



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

|                      |                             |
|----------------------|-----------------------------|
| <b>Subject</b>       | Stage 5 Music               |
| <b>Topic</b>         | Rock Since 1980s            |
| <b>Class Teacher</b> | Michelle Redman, David Bell |
| <b>Head Teacher</b>  | Pauline Frost               |
| <b>Year</b>          | 9                           |
| <b>Date Given</b>    | Week 1, Term 4              |
| <b>Date Due</b>      | Week 4, Term 4              |
| <b>Weighting</b>     | 35%                         |

### Assessment Outline

#### Listening – 15%

Research a Rock Pioneer of your choice. You may include one we have studied in class. Your research should be style based and refer to the use of the concepts of music. You will need to include a detailed analysis of one aural excerpt by the musician of choice with reference to all six music concepts (must be an excerpt NOT studied in class).

#### Performance – 20%

You are required to perform a piece of music for your instrument or voice of choice. Your piece needs to demonstrate stylistic awareness, expression, technical skill and the role of the soloist. Your performance time should not exceed 5 minutes. Ensure you practice using the equipment provided.

Practice time will be allocated during class time but your success will rely on additional practice. The music rooms are available to you before and after school and during recess and lunch by appointment only.

#### 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

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study

## Marking Rubric: Listening

| Range | A Student in this range:   |
|-------|--|
| 25-30 | <ul style="list-style-type: none"><li>• Demonstrates a highly developed understanding of stylistic characteristics appropriate to chosen genre</li><li>• Displays evidence of focused listening and a significant number of well supported observations in a suitably structured response</li><li>• May include a variety of formats – eg. diagrams or notation to aid explanation</li></ul> |
| 19-24 | <ul style="list-style-type: none"><li>• Demonstrates developed understanding of stylistic characteristics appropriate to chosen genre</li><li>• Displays evidence of careful listening and musical awareness providing a number of well supported observations</li><li>• Some inaccuracies in the observations may be evident</li></ul>  |
| 13-18 | <ul style="list-style-type: none"><li>• Demonstrates a sound understanding of stylistic characteristics appropriate to chosen genre</li><li>• May include observations that do not necessarily relate to the excerpt</li><li>• May make several inaccurate observations</li></ul>  |
| 7-12  | <ul style="list-style-type: none"><li>• Demonstrates a basic understanding of stylistic characteristics appropriate to chosen genre</li><li>• Often provides irrelevant information and may be quite inaccurate in describing musical events</li><li>• May make contradictory statements and demonstrate lack of focused listening</li></ul>   |
| 1-6   | <ul style="list-style-type: none"><li>• Demonstrates a limited understanding of stylistic characteristics appropriate to chosen genre</li><li>• Uses little or incorrect terminology and/or descriptions of musical events and includes irrelevant information</li><li>• Makes observations that are inaccurate and superficial with no evidence of focused listening</li></ul>              |

## Marking Rubric: Performance

| Range | A Student in this range:   |
|-------|--|
| 17-20 | <ul style="list-style-type: none"><li>• Demonstrates highly-developed technical skills – fluency, intonation and articulation</li><li>• Demonstrates perceptive understanding of style of chosen piece through using articulation and dynamics and expressive techniques</li><li>• Performs with a well-developed sense of personal expression</li><li>• Demonstrates a highly-developed understanding of the role of soloist/ensemble member, and efficiently communicates with accompanist/ensemble</li></ul>  |
| 13-16 | <ul style="list-style-type: none"><li>• Demonstrates developed technical skills – fluency, intonation and articulation</li><li>• Demonstrates stylistic understanding through performance of the chosen piece using articulation, dynamics and expressive techniques</li><li>• Performs with a sense of personal expression</li><li>• Demonstrates a developed understanding of the soloist/ensemble member, and clearly communicates with accompanist/ensemble</li></ul>  |
| 9-12  | <ul style="list-style-type: none"><li>• Demonstrates competent technical skills. Some problems in maintaining technical fluency and inconsistencies in intonation and articulation</li><li>• Demonstrates a sense of stylistic understanding through performance of the chosen repertoire. Some inconsistencies with articulation, dynamics and expressive techniques may occur</li><li>• Performs the chosen repertoire with a sense of musical expression, may attempt to incorporate expressive techniques appropriate to the chosen style</li><li>• Demonstrates a competent, although not consistent understanding of role of soloist/ensemble member, may lack communication, and balance issues present within ensemble</li></ul> |
| 5-8   | <ul style="list-style-type: none"><li>• Demonstrates some basic technical skill, although frequent inconsistencies in technical fluency and intonation</li><li>• Demonstrates a basic stylistic understanding. Articulation, dynamics, 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 issues within ensemble</li></ul>  |
| 1-4   | <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>   |

## CONCEPTS OF MUSIC

|  |  |
|--|--|
| <p style="text-align: center;"><b><u>PITCH</u></b></p> <ul style="list-style-type: none"><li>• Melody</li><li>• Harmony</li><li>• Tonality (key signature)</li><li>• Modulation</li><li>• Range</li><li>• Movement</li><li>• Phrases (musical sentence)<br/>Scales eg. Blues notes</li></ul> | <p style="text-align: center;"><b><u>DURATION</u></b></p> <ul style="list-style-type: none"><li>• Time Signature</li><li>• Rhythms</li><li>• Beat</li><li>• Tempo</li><li>• Metre</li><li>• Accents</li><li>• Syncopation</li><li>• Anacrusis</li><li>• Ostinato</li></ul>   |
| <p style="text-align: center;"><b><u>TEXTURE</u></b></p> <ul style="list-style-type: none"><li>• Layers of sound – homophonic, polyphonic etc</li><li>• Roles of instruments</li><li>• Interaction with other instruments</li><li>• Thick/full/thin/sparse</li></ul>                         | <p style="text-align: center;"><b><u>TONE COLOUR</u></b></p> <ul style="list-style-type: none"><li>• Instrumentation</li><li>• Layers of sound</li><li>• Roles of instruments</li><li>• Combinations of instruments</li><li>• Sound sources eg. Acoustic, electric</li><li>• Techniques to manipulate tone colour eg. Distortion</li></ul> |
| <p style="text-align: center;"><b><u>STRUCTURE</u></b></p> <ul style="list-style-type: none"><li>• Organising sections of music</li><li>• Introduction/verse/chorus/bridge/coda</li><li>• Repetition</li><li>• Phrases</li><li>• Themes</li><li>• Variation</li></ul>                        | <p style="text-align: center;"><b><u>EXPRESSIVE TECHNIQUES</u></b></p> <ul style="list-style-type: none"><li>• Range of dynamics<br/>eg. Crescendo, decrescendo</li><li>• Ornamentation<br/>eg. Slides, bends, trills</li><li>• Articulations eg. Accents</li><li>• Tempo markings</li></ul>   |