



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Stage 5 Music 200 Hours
Topic	Performance
Class Teacher	Deanne Prusiak
Head Teacher	Pauline Frost
Year	Year 10
Date Given	Week 3, Term 2
Date Due	Week 5, Term 2
Weighting	15%

Assessment Outline

Performance 15%

You are required to perform a Blues song by any artist for your instrument or voice of choice. Your piece needs to demonstrate stylistic awareness, expression, technical skill and the role of the soloist/ensemble. 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

Range	A Student in this range:
17-20	<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
13-16	<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
9-12	<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
5-8	<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
1-4	<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