



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Music 1
Topic	Musicology
Class Teacher	Brian Irvine
Head Teacher	Pauline Frost
Year	Year 11
Date Given	28/05/2021
Date Due	18/06/2021
Weighting	25%

Assessment Outline

Task Description: Viva Voce: 10 minutes

Task 1 - Research:

Select a topic from the aspects of study pages in the Stage 6 Music 1 Syllabus. You will need to specialise in this topic area.

You will need to explore some historical content, style and technique. Base your research around musical examples using the **concepts** and how these are employed in your topic area. Relevant music examples (about 3) should also be included to demonstrate your understanding of the research.

Task 2 - 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 a standard CD player or you have the appropriate adaptors to link iPods, laptops or MP3s to the sound system. You can also demonstrate this by playing live.

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

P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles

P5 comments on and discusses performances and compositions

P6 observes and discusses concepts of music in works representative of the topics studied

P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied

P8 identifies, recognizes, experiments with and discusses the use of technology in music

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 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

MUSIC 1 MUSICOLOGY VIVA VOCE OUTLINE SUMMARY

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

Outline Summary:

Contexts

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

The topics provide a vehicle for students to gain greater understanding of the concepts of music and learning experiences. They provide meaningful frameworks that locate music in cultural, historical and social contexts.

Students' experience of the chosen topic must reflect an integrated study across the learning experiences.

The following list represents the topics available for study. The aspects are not prescriptive. They provide springboards for students. Teachers and students should take into account the abilities and interests of students when negotiating topics.

Topic	Suggested aspects for study
An instrument and its repertoire	<ul style="list-style-type: none">• solo instrumental music• changes to instruments• vocal/instrumental music with or without accompaniment• the impact of technology• the role of improvisation
Australian music	<ul style="list-style-type: none">• traditional and contemporary music of Aboriginal and Torres Strait Islander peoples• art music• jazz• forms of popular music• multicultural influences• folk music• the impact of technology• the role of improvisation
Baroque music	<ul style="list-style-type: none">• a style• the music of a composer• a genre• keyboard music• vocal/choral music• the suite• the impact of technology• the role of improvisation
Jazz	<ul style="list-style-type: none">• a style• music of a group• a comparison of styles• music of a solo artist• music of a composer• technology in jazz• the role of improvisation
Medieval music	<ul style="list-style-type: none">• sacred music• secular music

Topic	Suggested aspects for study
	<ul style="list-style-type: none"> • modality • instrumental music • vocal music • dance and its music • the role of improvisation
Methods of notating music	<ul style="list-style-type: none"> • graphic notation • neumes • guitar tablature • jazz chord charts • rock charts • the impact of technology • the role of improvisation
Music and the related arts	<ul style="list-style-type: none"> • a style across disciplines • influences on a composer's music • a composer's music for dance • a cultural context • installations • the role of technology • the role of improvisation
Music and religion	<ul style="list-style-type: none"> • the music of a religion • spirituals • sacred music • popular music in a religious context • the role of improvisation
Music for large ensembles	<ul style="list-style-type: none"> • instrumental music • choral music • instrumental/vocal combinations
Music for radio, film, television and multimedia	<ul style="list-style-type: none"> • a composer • music in advertising • theme music • historical perspectives • film soundtracks • music for computer games • multimedia productions • the use of technology
Music for small ensembles	<ul style="list-style-type: none"> • chamber music • jazz ensembles • rock/pop groups • stage band • vocal ensembles • world music ensembles • the role of technology • the role of improvisation
Music in education	<ul style="list-style-type: none"> • music in early childhood • Kodály, Orff etc • music and movement • vocal/instrumental music

Topic	Suggested aspects for study
	<ul style="list-style-type: none"> • learning and teaching in different cultures • the role of improvisation • the role of technology in music education
Music of the 18th century	<ul style="list-style-type: none"> • a style • music of a composer • a genre • the sonata • the symphony • chamber music • vocal/choral music • the impact of technology • the role of improvisation
Music of the 19th century	<ul style="list-style-type: none"> • a style • the music of a composer • a genre • orchestral music • concerto • art song • choral music • the impact of technology
Music of the 20th and 21st centuries	<ul style="list-style-type: none"> • a style • the music of a composer • a genre • popular music • art music • the impact of technology • the role of improvisation
<p>Music of a culture</p> <p><i>In the HSC course students may study this topic in either of the following ways:</i></p> <p><i>i) a different culture from the Preliminary course</i></p> <p><i>ii) a comparative study within the topic (please refer to p 11 for details).</i></p>	<ul style="list-style-type: none"> • traditional and contemporary music • stylistic features • notation • dance and its music • cultural context • instruments and their role • the role of improvisation
Popular music	<ul style="list-style-type: none"> • a style • music of a group • music of a composer • a solo performer • technology in popular music • the role of improvisation
Renaissance music	<ul style="list-style-type: none"> • vocal music • instrumental music • dance and its music • the role of improvisation

Topic	Suggested aspects for study
Rock music	<ul style="list-style-type: none">• music of a group• a style• innovations• music of a solo performer• the role of improvisation• technology in rock music• world music• the music of a composer
Technology and its influence on music	<ul style="list-style-type: none">• the development of musical technologies within a period• music of a composer• computer generated music• technologies utilised by the music industry• technologies used in popular music• the Internet
Theatre music	<ul style="list-style-type: none">• opera• ballet• musicals• incidental music• rock operas• the work of a composer• the role of technology
