



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Music 2
<b>Topic</b>	Performance and Musicology Task
<b>Class Teacher</b>	Deanne Prusiak
<b>Head Teacher</b>	Pauline Frost
<b>Year</b>	Year 12
<b>Date Given</b>	9.3.21
<b>Date Due</b>	19.3.21
<b>Weighting</b>	30%

### Assessment Outline

1. Performance of your core piece (Music of the last 25 years) – 20% (plus an unassessed sight singing exercise)
2. Aural task questions including one melodic dictation – 10%

### 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

**P1** confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble

**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.

**P7** observes and discusses in detail the concepts of music in works representative of the mandatory and topic

Candidates will be assessed on how well they demonstrate musicological understanding through:

- application of the skills of in-depth analysis
- understanding of musical concepts and the relationships between them within the relevant context supported by relevant musical examples

Range	A Student in this range:
9-10	<ul style="list-style-type: none"> <li>• accurately identify the instruments and their roles</li> <li>• accurately describe musical events in order with detailed reference to the concepts of music</li> <li>• correctly identify musical terms and devices</li> <li>• clearly identify different sections, referencing the score with correct use of terminology</li> <li>• show evidence of an accurate understanding of time signatures and keys</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• identify the instruments and their roles</li> <li>• describe musical events in order with reference to the concepts of music</li> <li>• identify musical terms and devices</li> <li>• identify different sections, referencing the score with the use of terminology</li> <li>• show evidence of an understanding of time signatures and keys</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• identify the instruments and their roles, with some inconsistencies</li> <li>• describe musical events with some reference to the concepts of music</li> <li>• identify musical terms and devices, with some inconsistencies</li> <li>• identify different sections, referencing the score with some use of terminology</li> <li>• show evidence of an understanding of time signatures and keys, with some inconsistencies</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• makes an attempt to identify the instruments and their roles, with some inconsistencies</li> <li>• makes an attempt to describe musical events with some reference to the concepts of music</li> <li>• makes an attempt to identify musical terms and devices, with some inconsistencies</li> <li>• makes an attempt to identify different sections, referencing the score with some use of terminology</li> <li>• makes an attempt to show evidence of an understanding of time signatures and keys, with some inconsistencies</li> </ul>
1-2	<ul style="list-style-type: none"> <li>• uses irrelevant or inappropriate musical examples</li> <li>• demonstrates limited aural awareness</li> <li>• is not able to identify instruments and their roles</li> <li>• shows limited understanding of pitch and rhythm, time signatures and keys</li> </ul>

### 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.

Range	A student in this range:
17-20	<p>* Demonstrates highly developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</p> <ul style="list-style-type: none"><li>• Demonstrates perceptive stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques</li><li>• Performs with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style</li><li>• 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</li></ul>
13-16	<ul style="list-style-type: none"><li>• Demonstrates developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</li><li>• Demonstrates stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques</li><li>• Performs with a sense of personal expression, demonstrated by the use of expressive techniques and sensitivity to the chosen style</li><li>• Demonstrates a developed understanding of solo/ensemble techniques including the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li></ul>
9-12	<ul style="list-style-type: none"><li>• Demonstrates competent technical skills. Some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation</li><li>• 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</li><li>• Performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style</li><li>• 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</li></ul>
5-8	<ul style="list-style-type: none"><li>• Demonstrates some basic technical skill, although there are frequent inconsistencies in technical fluency, technical facility, and intonation</li><li>• Demonstrates a basic stylistic understanding. Articulation and/or dynamics and/or 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 in the ensemble or with the accompanist</li></ul>
0-4	<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>