



Queensland Curriculum and Assessment Authority

# Music 2019 v1.2

IA1: Sample assessment instrument

## Performance (20%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

**Student name**

**Student number**

**Teacher**

**Issued**

**Due date**

## Marking summary

Criterion	Marks allocated	Provisional marks
Demonstrating technique	8	
Interpreting music elements and concepts	6	
Communicating meaning	6	
Overall	20	

# Conditions

<b>Technique</b>	Performance
<b>Unit</b>	Unit 3: Innovations
<b>Topic/s</b>	Area of study: Innovations
<b>Duration</b>	Approximately 15 hours
<b>Mode/length</b>	Performance: Approximately 2–3 minutes Performance statement: Written 200–400 words, or filmed oral or audio explanation, 1–2 minutes explaining the use of music elements and concepts to communicate meaning through the performance choices made
<b>Individual/group</b>	Individual: the performance may be a solo or ensemble performance (if the performance is in an ensemble, the student's part must be independent and aurally identifiable, i.e. one person per part)
<b>Other</b>	Where students choose to accompany themselves, both music roles will be assessed as a unified performance. Repertoire must be different from that performed in the senior Music Extension course, if applicable. Submission: <ul style="list-style-type: none"><li>• Performance — .mov, .mp4, or .avi for dynamic files</li><li>• Performance statement — .pdf, .mov, .mp3, .mp4, or .avi for dynamic files.</li></ul>

## Context

In this unit, you have been studying the ways in which music traditions have been challenged, further developed or reconceptualised to represent, reflect and even shape cultural, societal and technological change.

You will perform to an audience of your family and peers at the Innovations Classroom Music Performance Evening.

## Task

Perform a piece, using an instrument or sound source, in a style or genre of your choice that demonstrates the innovative use of music elements and concepts.

Complete a performance statement that explains the use of music elements and concepts to communicate meaning through the performance choices made.

Your performance will be audiovisually recorded to substantiate teacher judgments.

To complete this task, you must:

- **demonstrate** technical skills specific to your instrument or sound source
- **interpret** music elements and concepts in performance of innovative music
- **realise** music leads to communicate meaning in performance
- **explain** the use of music elements and concepts to communicate meaning through the performance choices made
- **apply** literacy skills using music terminology relevant to genre/style and language conventions to communicate music ideas in your performance.

## Checkpoints

- 2 hours: Individual consultation to discuss chosen repertoire
- 8 hours: Progress check of performance
- 12 hours: Discussion and viewing of performance and performance statement with feedback provided

## Authentication strategies

- The teacher will provide class time for task completion.
- The teacher will conduct interviews or consultations with each student as they develop the response.

# Scaffolding

You will:

- consider repertoire commensurate with your technique and skill
- consider control, dexterity, fluency, security and coordination. As well, you will display an understanding of your role as a soloist or ensemble member (communicating with the accompanist or other members) considering balance, blend and intonation
- consider melodic, rhythmic and harmonic accuracy, with appropriate tempi, idiomatic tone quality, phrasing patterns, articulation patterns and dynamic levels to show your understanding of style to refine your performance
- maintain stylistic integrity of the repertoire and consider whether the repertoire is to be accompanied or unaccompanied
- develop your own rehearsal strategies and performance goals appropriate for your instrument or sound source
- observe and absorb the attributes and subtleties of the performance of others playing your instrument type (sourced from recordings, live performance) such as phrasing, tone, articulation and style-specific conventions
- employ self-evaluation strategies (recording rehearsal, practice journal for self-reflection)
- consider stage etiquette, feedback and self-evaluation when refining and polishing performance
- consider connection of technical approaches to the performance and the communication of meaning and the expression of music ideas
- reflect on the performance choices you made in order to communicate meaning in your performance
- explain these performance choices in your performance statement.

# Instrument-specific marking guide (IA1): Performance (20%)

## Criterion: Demonstrating technique

### Assessment objectives

1. demonstrate technical skills in performance specific to the instrument or sound source

The student work has the following characteristics:	Marks
• demonstration of technical skills that present a fluent and cohesive performance	7–8
• demonstration of technical skills that display accuracy and control	5-6
• demonstration of technical skills in performance specific to the instrument or sound source	3-4
• demonstration of technical skills to present sections from a music work	1-2
• does not satisfy any of the descriptors above.	0

## Criterion: Interpreting music elements and concepts

### Assessment objectives

7. interpret music elements and concepts in performance of innovative music

The student work has the following characteristics:	Marks
• interpretation of music elements and concepts shows an individualised style	5–6
• interpretation of music elements and concepts displays stylistic awareness	4
• interpretation of music elements and concepts in performance of innovative music	3
• interpretation of some music elements and concepts	2
• use of music elements and concepts	1
• does not satisfy any of the descriptors above.	0

## Criterion: Communicating meaning

### Assessment objectives

2. explain the use of music elements and concepts to communicate meaning through the performance choices made
6. apply literacy skills using music terminology relevant to genre/style and language conventions to communicate music ideas in their own work
9. realise music ideas to communicate meaning in performance

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>realisation of music ideas through the sustained use of chosen expressive devices and performance choices</li></ul>	5–6
<ul style="list-style-type: none"><li>application of literacy skills through sequenced and connected ideas that express ideas and meaning in their own work</li><li>realisation of music ideas to communicate meaning through selection of expressive devices</li></ul>	4
<ul style="list-style-type: none"><li>explanation of the use of music elements and concepts to communicate meaning through the performance choices made</li><li>application of literacy skills using music terminology relevant to genre/style and language conventions to communicate music ideas in their own work</li><li>realisation of music ideas to communicate meaning in performance</li></ul>	3
<ul style="list-style-type: none"><li>description of meaning communicated in the performance</li><li>application of literacy skills to describe ideas</li><li>presentation of music ideas relevant to the performance of repertoire</li></ul>	2
<ul style="list-style-type: none"><li>simple statements made about the music</li><li>use of terminology to identify music</li><li>evidence of a music idea</li></ul>	1
<ul style="list-style-type: none"><li>does not satisfy any of the descriptors above.</li></ul>	0



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