

# Music 2019 v1.2

## Unit 1 sample assessment instrument

August 2018

### Performance

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

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

### Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. demonstrate technical skills in performance specific to the instrument or sound source
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
7. interpret music elements and concepts in performance of music specific to style and genre
9. realise music ideas to communicate meaning in performance.

**Note:** Objectives 3, 4, 5, 8 and 10 are not assessed in this instrument.

<b>Subject</b>	Music
<b>Technique</b>	Performance
<b>Unit</b>	1: Designs
<b>Topic</b>	—

<b>Conditions</b>			
<b>Duration</b>	15 hours of class and student's own time		
<b>Mode</b>	Multimodal	<b>Length</b>	<ul style="list-style-type: none"> <li>• Performance: approximately 2–3 minutes.</li> <li>• 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.</li> </ul>
<b>Individual/group</b>	Individual	<b>Other</b>	<ul style="list-style-type: none"> <li>• If the performance is in an ensemble, the student's part must be independent and aurally identifiable, i.e. one person per part.</li> <li>• Where students choose to accompany themselves, both music roles will be assessed as a unified performance.</li> <li>• Repertoire must be different from that performed in the senior Music Extension course, if applicable.</li> <li>• Submission <ul style="list-style-type: none"> <li>– Performance — .mov, .mp4, .pptx or .avi for dynamic files</li> <li>– Performance statement — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files.</li> </ul> </li> </ul>
<b>Resources available</b>	—		

### **Context**

In this unit, you have been exploring music elements and concepts to gain greater familiarity with the way music is designed. You will perform to an audience of your family and peers at the classroom music performance evening.

### **Task**

Perform a piece, using an instrument or sound source, in a style or genre of your choice that explores the 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 music specific to style and genre
- **realise** music ideas to communicate meaning in performance
- **explain** the use of music elements and concepts to communicate the performance choices made
- **apply** literacy skills using music terminology relevant to genre/style and language conventions to communicate music ideas in their performance.

**Stimulus**

Music works that explore music elements and concepts that have been studied in class.

**Checkpoints**

- 2 hours: Individual consultation to discuss chosen repertoire
- 8 hours: Discussion and viewing with feedback provided
- 12 hours: Discussion and viewing with feedback provided

**Feedback****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. You will also 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 tempo, 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 that are 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, communication of meaning and expression of music ideas.