



# Music 2025 v1.2

## IA1: Sample assessment instrument

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

<b>Student name</b>	sample only
<b>Student number</b>	sample only
<b>Teacher</b>	sample only
<b>Issued</b>	sample only
<b>Due date</b>	sample only

## Marking summary

Criterion	Marks allocated	Provisional marks
Demonstrating technique	8	
Interpreting music elements and concepts	7	
Realising music ideas	5	
<b>Overall</b>	<b>20</b>	

# Conditions

<b>Technique</b>	Performance
<b>Unit</b>	Unit 3: Innovations
<b>Topic/s</b>	Area of study: Innovations
<b>Mode / length</b>	Performance: up to 5 minutes
<b>Individual / group</b>	Individual
<b>Other</b>	<p>Students can develop their responses in class time and their own time.</p> <p>The following aspects of the task may be completed in groups:</p> <ul style="list-style-type: none"><li>• performance.</li></ul> <p>The teacher must provide students with continuous class time to develop the performance.</p> <p>For the audiovisual recording of the student performance, the recording should be continuous with no pausing or editing.</p> <p>Where students choose to accompany themselves, both music roles will be assessed as a unified performance.</p> <p>If the performance is in an ensemble, the student's part must be independent and aurally identifiable, i.e. one person per part.</p>

## 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. Your performance will be audiovisually recorded to substantiate teacher judgments.

To complete this task, you must:

- **demonstrate** technical skills for the chosen instrument or sound source
- **interpret** music elements and concepts of the chosen genre/style
- **realise** music ideas to communicate meaning.

## Checkpoints

- ☐ Week 2: Individual consultation to discuss chosen repertoire
- ☐ Week 6: Progress check of performance
- ☐ Week 8: Discussion and viewing of performance with feedback provided

## Authentication strategies

- You will be provided class time for task completion.
- Your teacher will conduct interviews or consultations as you develop the response.

## Scaffolding

You will:

- 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 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.

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

Demonstrating technique	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>demonstration of technical skills is               <ul style="list-style-type: none"> <li>refined and synthesised</li> <li>sustained without interruption to create a polished performance</li> </ul> </li> </ul>	7–8
<ul style="list-style-type: none"> <li>demonstration of technical skills               <ul style="list-style-type: none"> <li>is specific to the chosen genre/style</li> <li>displays control</li> </ul> </li> </ul>	5–6
<ul style="list-style-type: none"> <li>demonstration of technical skills               <ul style="list-style-type: none"> <li>for the chosen instrument or sound source</li> <li>throughout the performance</li> </ul> </li> </ul>	3–4
<ul style="list-style-type: none"> <li>demonstration of some technical skills</li> </ul>	1–2
The student response does not satisfy any of the descriptors above.	0

Interpreting music elements and concepts	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>interpretation of music elements and concepts shows               <ul style="list-style-type: none"> <li>sensitivity towards the genre/style</li> <li>sustained and perceptive use of stylistic nuances</li> </ul> </li> </ul>	6–7
<ul style="list-style-type: none"> <li>interpretation of music elements and concepts               <ul style="list-style-type: none"> <li>makes the genre/style explicit</li> <li>throughout the performance</li> </ul> </li> </ul>	4–5
<ul style="list-style-type: none"> <li>interpretation of music elements and concepts               <ul style="list-style-type: none"> <li>of the chosen genre/style</li> <li>throughout the performance</li> </ul> </li> </ul>	2–3
<ul style="list-style-type: none"> <li>interpretation of some music elements and concepts</li> </ul>	1
The student response does not satisfy any of the descriptors above.	0

Realising music ideas	Marks
The student response has the following characteristics:	
• realisation of music ideas reveals subtleties of meaning through the perceptive synthesis of expressive devices	5
• realisation of music ideas consolidates meaning through the sustained use of expressive devices	4
• realisation of music ideas supports meaning through a selection of expressive devices	3
• realisation of music ideas to communicate meaning	2
• presentation of music ideas to communicate meaning relevant to the performance of repertoire	1
The student response does not satisfy any of the descriptors above.	0



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