

Music Extension (Musicology) 2020 v1.1

IA3: Sample assessment instrument

Musicology project (35%)

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 |
|--------------------------|-----------------|-------------------|
| Analysing music | 10 | |
| Investigating music | 10 | |
| Synthesising information | 10 | |
| Evaluating best practice | 5 | |
| Overall | 35 | |

Conditions

| | |
|-------------------------|---|
| Technique | Musicology project |
| Unit | Unit 4: Emerge |
| Topic/s | Key idea 3: Independent best practice |
| Duration | 25 hours, in both class time and students' own time |
| Mode/length | <p>Multimodal extended response: Live presentation, 9–11 minutes or digital presentation of 10–15 digital pages or slides. The presentation must include at least two minutes of video and/or audio excerpts that may include their own or others' work</p> <p>Reflective statement: Written 300 words, or filmed oral or audio equivalent, 1–2 minutes, evaluating at least two techniques or strategies of best practice that influenced the multimodal extended response</p> |
| Individual/group | Individual |
| Other | <p>Submission:</p> <ul style="list-style-type: none">• Multimodal extended response — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files• Reflective statement — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files |

Context

As an emerging artist you are critically reflecting on your musicianship and refining your practice as you endeavour to discover your personal style as a musician. Your aim is to operate with increasing independence and sophistication, and demonstrate best practice independently, working towards an individual approach in your specialisation.

Task

You will select a music idea and investigate, analyse and synthesise stimulus and collected information that is relevant to your idea. You must then complete an extended response that justifies a viewpoint in relation to this idea.

You will complete a reflective statement that evaluates at least two techniques and/or strategies of best practice that influenced the multimodal extended response.

To complete this task, you must:

- apply literacy skills using music terminology relevant to genre/style, and use referencing and language conventions
- evaluate two techniques and/or strategies of best practice
- analyse music elements and concepts and ideas about music from sources
- investigate the use of music elements and concepts and ideas about music
- synthesise analytical information to justify your viewpoint.

Checkpoints

- 2 hours: Stimulus research check
- 12 hours: Conferencing
- 18 hours: Multimodal presentation, feedback provided

Authentication strategies

- The teacher will provide class time for task completion.
- Students will provide documentation of their progress at indicated checkpoints.
- The teacher will conduct interviews or consultations with each student as they develop the response.
- Students must submit a declaration of authenticity.

Scaffolding

You will:

- consider the choice of sources and their suitability to the idea
- conduct research around the topic
- consider appropriate support for your response, e.g. data, tables, diagrams, illustrations or photographs
- listen to and analyse the work of others
- engage in reflective strategies.

Instrument-specific marking guide (IA3): Musicology project (35%)

Criterion: Analysing music

Assessment objective

5. analyse music elements and concepts and ideas about music from sources

| The student work has the following characteristics: | Marks |
|---|-------|
| <ul style="list-style-type: none">analysis of music elements and concepts and ideas about music from a range of relevant sources reveals the interconnectivity between findings | 9–10 |
| <ul style="list-style-type: none">analysis of music elements and concepts and ideas about music is detailed and accurate | 7–8 |
| <ul style="list-style-type: none">analysis of music elements and concepts and ideas about music from sources | 5–6 |
| <ul style="list-style-type: none">description of relationships between elements and features within sources | 3–4 |
| <ul style="list-style-type: none">identification of elements and features within sources | 1–2 |
| <ul style="list-style-type: none">does not satisfy any of the descriptors above. | 0 |

Criterion: Investigating music

Assessment objective

6. investigate the use of music elements and concepts and ideas about music

| The student work has the following characteristics: | Marks |
|---|-------|
| <ul style="list-style-type: none">investigation gives a summation of information to determine the relationships between primary and secondary sources | 9–10 |
| <ul style="list-style-type: none">investigation evidences primary and secondary sources | 7–8 |
| <ul style="list-style-type: none">investigation of the use of music elements and concepts and ideas about music | 5–6 |
| <ul style="list-style-type: none">selection and description of sources | 3–4 |
| <ul style="list-style-type: none">identification of music source/s | 1–2 |
| <ul style="list-style-type: none">does not satisfy any of the descriptors above. | 0 |

Criterion: Synthesising information

Assessment objective

7. synthesise analytical information to justify a viewpoint

| The student work has the following characteristics: | Marks |
|--|-------|
| <ul style="list-style-type: none">• synthesis of analytical information to discriminate relevant information that enables new understandings or conclusions about a music idea | 9–10 |
| <ul style="list-style-type: none">• synthesis of analytical information justifies sources for value and relevance to a hypothesis or a music viewpoint | 7–8 |
| <ul style="list-style-type: none">• synthesis of analytical information to justify a viewpoint | 5–6 |
| <ul style="list-style-type: none">• organisation of analytical information related to a hypothesis or a music viewpoint | 3–4 |
| <ul style="list-style-type: none">• inclusion of analytical information | 1–2 |
| <ul style="list-style-type: none">• does not satisfy any of the descriptors above. | 0 |

Criterion: Evaluating best practice

Assessment objectives

1. apply literacy skills using terminology relevant to genre/style, and use referencing and language conventions
2. evaluate two techniques and/or strategies of best practice

| The student work has the following characteristics: | Marks |
|---|-------|
| <ul style="list-style-type: none">• evaluation provides evidence of metacognition that informs independent best practice | 4–5 |
| <ul style="list-style-type: none">• application of literacy skills through articulated ideas, controlled structure and the sequencing of information• evaluation examines the logic of the two selected techniques and/or strategies | 3 |
| <ul style="list-style-type: none">• application of literacy skills using terminology relevant to genre/style, and use of referencing and language conventions• evaluation of two techniques and/or strategies of best practice | 2 |
| <ul style="list-style-type: none">• application of literacy skills to describe ideas• identification of techniques or strategies of best practice | 1 |
| <ul style="list-style-type: none">• does not satisfy any of the descriptors above. | 0 |

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