

Music Extension 2020 v1.1

IA1: Sample assessment instrument

Performance 1 (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
Applying technique	8	
Interpreting music elements and concepts	6	
Communicating meaning	6	
Overall	20	

Conditions

Technique	Performance
Unit	Unit 3: Explore
Topic/s	Key idea 1: Initiate best practice Key idea 2: Consolidate best practice
Duration	15 hours, in both class time and students' own time
Mode/length	Performance: Approximately 2–3 minutes Performance statement: Written 200–400 words, or filmed oral or audio equivalent, 1–2 minutes that examines and evaluates the performance choices made in the work, and expresses the meaning communicated
Individual/group	Individual: if the performance is in an ensemble, the student's part must be independent and aurally identifiable, i.e. one person per part
Other	Where students choose to accompany themselves, both music roles will be assessed as a cohesive performance. Repertoire must be different from that performed in Music. Submission: <ul style="list-style-type: none">• Performance — .mov, mp4, or .avi for dynamic files• Performance statement — .pdf, .mov, .mp3, .mp4, or .avi for dynamic files

Context

You have started an apprenticeship and are working towards realising your potential as a performer. By engaging in best practice under the guidance of your mentor or other source, your aim is to use techniques and develop strategies to master your craft.

Task

Present a performance, using an instrument or sound source, in a style or genre of your choice. Complete a performance statement that examines and evaluates the performance choices made in the work and expresses the meaning communicated through the performance.

Your performance will be audiovisually recorded to substantiate teacher judgments

To complete this task, you must:

- **apply** technical skills in performance specific to the 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
- **apply** literacy skills using terminology relevant to genre/style and language conventions to communicate music ideas in your own work
- **evaluate** the performance choices made in the work
- **examine** the performance choices made in the work
- **express** the meaning communicated through the performance.

Checkpoints

- 2 hours: Individual consultation to discuss chosen repertoire
- 8 hours: Conferencing
- 12 hours: Discussion and viewing 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. Also, 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 your performance
- consider connection of technical approaches to the performance, and the communication of meaning and the expression of music ideas
- engage in reflective strategies by examining and evaluating the performance choices you made to communicate meaning in your performance
- express the meaning communicated through your performance in your performance statement.

Instrument-specific marking guide (IA 1): Performance 1 (20%)

Criterion: Applying technique

Assessment objective

5. apply technical skills in performance specific to the instrument or sound source

The student work has the following characteristics:	Marks
• application of technical skills integral to the work showing understanding and command	8
• application of technical skills that present a fluent and cohesive performance	7
• application of technical skills that display accuracy and control	5–6
• application 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 objective

6. interpret music elements and concepts in performance of music specific to style and genre

The student work has the following characteristics:	Marks
• interpretation of music elements and concepts shows an individualised style	6
• interpretation of music elements and concepts shows an incorporation and awareness of style characteristics and nuances	5
• interpretation of music elements and concepts displays stylistic awareness	4
• interpretation of music elements and concepts in performance of music specific to style and genre	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

1. apply literacy skills using terminology relevant to genre/style and language conventions to communicate music ideas in their own work
2. evaluate the performance choices made in the work
3. examine the performance choices made in the work
4. express the meaning communicated through the performance
7. realise music ideas to communicate meaning in performance

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

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