



Music Extension — Performance 2026 v1.2

IA3: 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.

Student name	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Applying technique	8	
Interpreting music elements and concepts	8	
Realising music ideas	10	
Statement of intent	3	
Reflective statement	6	
Overall	35	

Conditions

Technique	Performance project
Unit	Unit 4: Emerge
Topic/s	Key idea 3: Independent best practice
Mode / length	Performance (live or recorded): up to 8 minutes Statement of intent One of the following: <ul style="list-style-type: none">• Written: Up to 500 words• Spoken (live or recorded): Up to 3 minutes, or signed equivalent. Reflective statement One of the following: <ul style="list-style-type: none">• Written: Up to 500 words• Spoken (live or recorded): Up to 3 minutes, or signed equivalent.
Individual / group	Individual
Other	<p>Students can develop their responses in class time and in their own time.</p> <p>The following aspects of the task may be completed in groups:</p> <ul style="list-style-type: none">• performance. <p>The teacher must provide students with continuous 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> <p>Repertoire must be different from that performed in the senior Music course, if applicable.</p>

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

Present a performance, using an instrument or sound source, in a style or genre of your choice. Complete a statement of intent that analyses and evaluates the choices made in the performance to communicate the intent.

You will also complete a reflective statement that evaluates at least two techniques and/or strategies of best practice that influenced the performance, supported by referencing conventions.

Your performance will be audiovisually recorded to substantiate teacher judgments.

To complete this task, you must:

- **apply** technical skills specific for the chosen instrument or sound source
- **interpret** music elements and concepts of the chosen genre/style
- **realise** music ideas to communicate meaning
- **analyse** the choices made in the performance
- **evaluate** the choices made in the performance to communicate the intent, and techniques and/or strategies of best practice
- **apply** literacy skills, using music terminology relevant to genre/style and language conventions, to communicate ideas.

Checkpoints

- ☐ Week 3: Individual consultation to discuss chosen repertoire
- ☐ Week 5: Conferencing
- ☐ Week 7: Discussion and viewing of performance with feedback provided
- ☐ Week 9: Draft of performance, statement of intent and reflective statement

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will conduct interviews or consultations as you develop the response.
- When working as part of a group, your individual response is assessed by your individual performance in the assessment technique/task.

Scaffolding

You will:

- consider repertoire commensurate with your technique and skill
- consider control, dexterity, fluency, security and coordination. 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 the stylistic integrity of the repertoire and consider whether the repertoire is to be accompanied or unaccompanied
- apply techniques and/or strategies of best practice as a performer
- 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 or live performance) such as phrasing, tone, articulation and style-specific conventions
- employ self-evaluation strategies, e.g. recording rehearsal, practice journal for self-reflection
- consider stage etiquette, feedback and self-evaluation when refining and polishing your performance
- consider connecting technical approaches to the performance, and communicating meaning and expressing musical ideas
- engage in reflective strategies to consider the intent of your performance
- develop your statement of intent by analysing and evaluating the choices you made to communicate the intent in your performance
- collect source information for your reflective statement using referencing conventions such as citations, reference list or bibliography
- develop your reflective statement using documentation collected during Units 3 and 4, selecting at least two techniques and/or strategies of best practice
- refine your statement of intent and reflective statement with minimal consultation with your teacher and/or mentor.

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

Applying technique	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • application of technical skills is <ul style="list-style-type: none"> – refined and synthesised – sustained without interruption to create a polished performance 	7–8
<ul style="list-style-type: none"> • application of technical skills <ul style="list-style-type: none"> – is specific to the chosen genre/style – displays control 	5–6
<ul style="list-style-type: none"> • application of technical skills <ul style="list-style-type: none"> – for the chosen instrument or sound source – throughout the performance 	3–4
<ul style="list-style-type: none"> • demonstration of some technical skills. 	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"> • interpretation of music elements and concepts shows <ul style="list-style-type: none"> – sensitivity towards the genre/style – sustained and perceptive use of stylistic nuances 	7–8
<ul style="list-style-type: none"> • interpretation of music elements and concepts <ul style="list-style-type: none"> – makes the genre/style explicit – throughout the performance 	5–6
<ul style="list-style-type: none"> • interpretation of music elements and concepts <ul style="list-style-type: none"> – of the chosen genre/style – throughout the performance 	3–4
<ul style="list-style-type: none"> • interpretation of some music elements and concepts. 	1–2
The student response does not satisfy any of the descriptors above.	0

Realising music ideas	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> realisation of music ideas <ul style="list-style-type: none"> through the perceptive synthesis of expressive devices reveals subtleties of meaning 	9–10
<ul style="list-style-type: none"> realisation of music ideas <ul style="list-style-type: none"> through the sustained use of expressive devices consolidates meaning 	7–8
<ul style="list-style-type: none"> realisation of music ideas <ul style="list-style-type: none"> through a selection of expressive devices supports meaning 	5–6
<ul style="list-style-type: none"> realisation of music ideas <ul style="list-style-type: none"> to communicate meaning throughout the performance 	3–4
<ul style="list-style-type: none"> presentation of music ideas relevant to the performance of repertoire. 	1–2
The student response does not satisfy any of the descriptors above.	0

Statement of intent	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> analysis of the choices made in the performance is detailed and specific application of literacy skills through sequenced and connected ideas evaluation shows insightful judgments about the choices made in the performance 	3
<ul style="list-style-type: none"> analysis of the choices made in the performance application of literacy skills using music terminology relevant to genre/style and language conventions to communicate ideas about the choices made in the performance evaluation of the choices made in the performance to the communicate the intent 	2
<ul style="list-style-type: none"> explains the choices made in the performance application of literacy skills that communicate ideas about the choices made in the performance statements about the choices in the performance. 	1
The student response does not satisfy any of the descriptors above.	0

Reflective statement	Marks
The student response has the following characteristics:	
• evaluation provides evidence of metacognition that informs independent best practice	6
• application of literacy skills through sequenced and connected ideas, and referencing conventions • evaluation examines the logic of the two selected techniques and/or strategies	4–5
• application of literacy skills using music terminology relevant to genre/style and language conventions to communicate ideas • evaluation of two techniques and/or strategies of best practice	2–3
• application of literacy skills to identify techniques or strategies of best practice	1
The student response does not satisfy any of the descriptors above.	0



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