

# Music in Practice 2019 v1.0

Sample assessment instrument

July 2018

## Project — Plan and perform contemporary music

### Information for teachers

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

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

### Purpose of the project

This technique assesses a response to a single task, situation and/or scenario in a module of work that gives students authentic opportunities to demonstrate their learning. The student response will consist of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences and through different modes.

In Music in Practice, one project must arise from community connections, and it must assess all objectives (see Underpinning factors).

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Music in Practice syllabus.

### Assessment dimensions

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

- Knowing and understanding
- Applying and analysing
- Creating and evaluating

In Music in Practice, all objectives from each dimension must be assessed in each project.

<b>Subject</b>	Music in Practice
<b>Technique</b>	Project
<b>Unit number and module number and name</b>	<b>Unit: 3</b> <b>Module: 3. The top 100</b>

<b>Conditions</b>	<b>Units 3–4</b>
<b>Performance component</b>	Variable conditions
<b>Written component</b>	500–900 words
<b>Further information</b>	
<b>Duration (including class time)</b>	9 weeks
<b>Individual/group</b>	Component 1: Performance — completed in small groups with results awarded individually Component 2: Written —completed individually
<b>Context</b>	
Over the course of the unit, we have been exploring contemporary and popular music genres and their relevance in society. The purpose of this task is to plan and develop music works to entertain audience members at your school's arts celebration night.	
<b>Task</b>	
Create a music work by either performing contemporary song or designing and shaping the sounds of a song performed. The task includes two components.	
<ul style="list-style-type: none"> <li>• Component 1: Performance / sound management Choose one of the following modes for your performance at the school's arts celebration night: <ul style="list-style-type: none"> <li>– perform a song, as a soloist or as part of a group</li> <li>– perform the role of sound producer to design and shape the sound for a performed song.</li> </ul> </li> <li>• Component 2: Written Prepare a written journal that identifies, explains and analyses your planning and rehearsal process and evaluates your performance (live performance or sound production).</li> </ul>	
<b>To complete this task, you must:</b>	
Component 1: Performance / sound management <ul style="list-style-type: none"> <li>• select your role as a performer or sound producer in consultation with your teacher</li> <li>• identify and interpret your chosen song's use of music elements to convey meaning</li> <li>• as a performer, create a performance for a live audience through rehearsals, ensuring you plan, rehearse, apply, modify and refine technical and expressive skills to demonstrate understanding of relevant music principles and practices</li> <li>• as a sound producer, create and implement a sound plan for one of the live performances, ensuring you <ul style="list-style-type: none"> <li>– set up, practice and engage in technical production rehearsals to demonstrate and apply music principles and practices</li> <li>– make modifications as a result of technical considerations</li> </ul> </li> <li>• perform the song or produce sound for one of the live performances at the arts celebration night.</li> </ul>	

Component 2: Written journal

- identify and explain your role as performer or sound producer
- interpret and explain the meaning of the selected song, analysing the music elements evident
- plan and document the rehearsal process
- analyse and interpret the technical or expressive skills needed to perform or produce the selected song and convey the song's meaning, identifying two modifications made during the rehearsal process to achieve your purpose
- evaluate the effectiveness of the processes and skills you applied to perform or produce your song for the school's arts celebration night
- use language conventions and features to communicate ideas about the song you performed or produced.

**Checkpoints**

- Term [X] Week [X]/[Date]: Complete rehearsal schedule/production plan
- Term [X] Week [X]/[X]: Present draft performance or stage design to the class
- Term [X] Week [X]/[X]: Discuss draft journal with your teacher
- [Due date]: Complete live performance / demonstration of sound management and submit written journal

**Authentication strategies**

Your teacher will use ways to check that the work you are assessed on is your own work.

- When working as part of a group, your individual response is assessed by discussing your role with your teacher.
- Discuss with your teacher or provide documentation of your progress at indicated checkpoints.
- Submit drafts and respond to teacher feedback.
- Submit the declaration of authenticity.
- Your teacher will compare the responses of students who have worked together in groups.

# Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>comprehensive identification and explanation of music principles and practices</li> <li>thorough and perceptive interpretation of music principles and practices</li> <li>proficient demonstration of music principles and practices.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>detailed identification and explanation of music principles and practices</li> <li>informed interpretation of music principles and practices</li> <li>competent demonstration of music principles and practices.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>identification and explanation of music principles and practices</li> <li>interpretation of music principles and practices</li> <li>demonstration of music principles and practices.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>variable identification and simple explanation of music principles and practices</li> <li>partial interpretation of music principles and practices</li> <li>partial demonstration of music principles and practices.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>minimal identification of and superficial statements about music principles and practices</li> <li>narrow interpretation of music principles and practices</li> <li>minimal demonstration of music principles and practices.</li> </ul>
	Applying and analysing	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>purposeful and proficient application of technical and expressive skills to performance and production of music works</li> <li>perceptive analysis of the use of music principles and practices in their own and others' music works</li> <li>coherent and effective use of language conventions and features to convincingly communicate ideas and information about music, according to context and purpose.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>competent application of technical and expressive skills to performance and production of music works</li> <li>informed analysis of the use of music principles and practices in their own and others' music works</li> <li>effective use of language conventions and features to clearly communicate ideas and information about music, according to context and purpose.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>application of technical and expressive skills to performance and production of music works</li> <li>analysis of the use of music principles and practices in their own and others' music works</li> <li>use of language conventions and features to communicate ideas and information about music, according to context and purpose.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>uneven application of technical and expressive skills to performance and production of music works</li> <li>inconsistent analysis of the use of music principles and practices in their own and others' music works</li> <li>inconsistent use of language conventions and features to convey aspects of information about music.</li> </ul>

	Standard A	Standard B	Standard C	Standard D	Standard E
<b>Creating and evaluating</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>purposeful and thoughtful planning and perceptive modification of music works using music principles and practices, to achieve purposes</li> <li>creation of polished and engaging music works to fluently communicate music ideas to audiences</li> <li>perceptive evaluation of the application of music principles and practices to music works and music activities.</li> </ul>	<ul style="list-style-type: none"> <li>considered planning and effective modification of music works using music principles and practices, to achieve purposes</li> <li>creation of engaging music works to clearly communicate music ideas to audiences</li> <li>thoughtful evaluation of the application of music principles and practices to music works and music activities.</li> </ul>	<ul style="list-style-type: none"> <li>planning and modification of music works using music principles and practices, to achieve purposes</li> <li>creation of music works to communicate music ideas to audiences</li> <li>evaluation of the application of music principles and practices to music works and music activities.</li> </ul>	<ul style="list-style-type: none"> <li>partial planning and modification of music works using music principles and practices</li> <li>partial creation of music works to communicate some music ideas to audiences</li> <li>uneven evaluation of the application of music principles and practices to music works and music activities.</li> </ul>	<ul style="list-style-type: none"> <li>collection of information related to the planning of music works</li> <li>minimal creation of music works</li> <li>superficial evaluation of aspects of the application of music principles or practices to music works and music activities.</li> </ul>