

Marking summary

Criterion	Marks allocated	Provisional marks
Demonstrating technique	8	
Interpreting music elements and concepts	6	
Communicating meaning	6	
Overall	20	

Conditions

Technique	Performance
Unit	Unit 3: Innovations
Topic/s	Area of study: Innovations
Duration	Approximately 15 hours
Mode / length	Performance: Approximately 2–3 minutes. Performance statement: Written 200–400 words, or filmed oral or audio explanation, 1–2 minutes explaining the use of music elements and concepts to communicate meaning through the performance choices made.
Individual / group	Individual: the performance may be a solo or ensemble performance (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 unified performance Repertoire must be different from that performed in the senior Music Extension course, if applicable Submission: <ul style="list-style-type: none">● Performance — .mov, .mp4, .pptx or .avi for dynamic files.● Performance statement — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files.
Resources	<ul style="list-style-type: none">● You will be able to use the video camera in the music block to record your performance.● The music block will be open before and after school, and in break time for you to rehearse and record your performance. The school desk top computers will be also be available for your use during this time.

Context

In this unit, you have been exploring music elements and concepts to gain greater familiarity with innovations in music throughout history. The Society for Progressive Music Australia have contacted you and are currently seeking musicians to fill performance roles within their ranks. They would like you to provide a recorded performance and brief performance statement to apply for the position.

Task

Perform a piece, using an instrument or sound source, in a style or genre of your choice that explores the use of music elements and concepts. Complete a performance statement that explains the meaning communicated in and/or through the work and the performance choices made. Your performance will be audiovisually recorded to substantiate teacher judgements.

To complete this task, you must:

- **demonstrate technical skills** specific to your instrument or sound source
- **interpret** music elements and concepts
- **realise** music ideas to communicate meaning
- **explain** the use of music elements and concepts
- **apply literacy skills** using music terminology relevant to genre/style and selecting appropriate language conventions to communicate music ideas in their performance.

Stimulus

Music works that explore music elements and concepts in relation to innovation that have been studied in class, such as:

- Dave Brubeck: *Take Five*
- Johann Sebastian Bach: *Minuet in G major*.

Checkpoints

- 2 hours: Individual consultation to discuss chosen repertoire
- 8 hours: Draft 1 — discussion and viewing with feedback provided
- 12 hours: Discussion and viewing with feedback provided

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- Your teacher will collect and annotate a draft.
- 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. 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 that are 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, communication of meaning and expression of music ideas.

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

Criterion: Demonstrating technique

Assessment objectives

1. demonstrate technical skills in performance specific to the instrument or sound source

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> demonstration of technical skills that present a <u>fluent</u> and <u>cohesive</u> performance 	7–8
<ul style="list-style-type: none"> demonstration of technical skills that display <u>accuracy</u> and control 	5–6
<ul style="list-style-type: none"> demonstration of technical skills in performance specific to the instrument or sound source 	3–4
<ul style="list-style-type: none"> demonstration of technical skills to present sections from a music work 	1–2
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Interpreting music elements and concepts

Assessment objectives

7. interpret music elements and concepts in performance of innovative music

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> interpretation of music elements and concepts shows an individualised style 	5–6
<ul style="list-style-type: none"> interpretation of music elements and concepts displays stylistic awareness 	4
<ul style="list-style-type: none"> interpretation of music elements and concepts in performance of innovative music 	3
<ul style="list-style-type: none"> interpretation of some music elements and concepts 	2
<ul style="list-style-type: none"> use of music elements and concepts 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Communicating meaning

Assessment objectives

2. explain the use of music elements and concepts to communicate meaning through the performance choices made
6. apply literacy skills using music terminology relevant to genre/style and language conventions to communicate music ideas in their own work
9. realise music ideas to communicate meaning in performance.

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> realisation of music ideas through the sustained use of chosen expressive devices and performance choices 	5–6
<ul style="list-style-type: none"> application of literacy skills through <u>sequenced</u> and connected ideas that <u>express</u> ideas and meaning in their own work realisation of music ideas to communicate meaning through <u>selection</u> of expressive devices 	4
<ul style="list-style-type: none"> explanation of the use of music elements and concepts to communicate meaning through the performance choices made application of literacy skills using music terminology relevant to genre/style and language conventions to communicate music ideas in their own work realisation of music ideas to communicate meaning in performance 	3
<ul style="list-style-type: none"> description of meaning communicated in the performance application of literacy skills to <u>describe</u> ideas presentation of music ideas relevant to the performance of repertoire 	2
<ul style="list-style-type: none"> simple statements made about the music use of terminology to identify music 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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