

## Marking summary

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

# Conditions

<b>Technique</b>	Performance
<b>Unit</b>	Unit 3: Innovations
<b>Topic/s</b>	Area of study: Innovations
<b>Duration</b>	Approximately 15 hours
<b>Mode / length</b>	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.
<b>Individual / group</b>	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)
<b>Other</b>	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  <b>Submission:</b> <ul style="list-style-type: none"><li>● Performance — .mov, .mp4, .pptx or .avi for dynamic files.</li><li>● Performance statement — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files.</li></ul>
<b>Resources</b>	Video cameras from library and music department.  Practice rooms 1 - 5 on booking system.  Computer lab in music department including all software packages and subscriptions (ask teacher for details).  Books and reference material in senior library and music department library.

## Context

In Unit 3, you will make and respond to music that demonstrates innovative use of music elements and concepts and learn about how these ideas are used to communicate new meanings. We will be studying at least two innovations pre-1950 and two innovations post 1950.

Throughout this Unit 3, we will study the ways in which music represents or reflects cultural, societal and technological advancements.

You will perform to an audience of your peers at the Classroom Music Performance Session. This is designed to share your work to our community.

## Task

Perform using any instrument, voice or emerging performance technology, or conduct in a style or genre of your choice. Demonstrate innovation through the use of music elements and concepts that communicates meaning through performance.

Complete a performance statement that explains the meaning communicated in and/or through the work and the performance choices made.

Your performance will be audio visually recorded to substantiate teacher judgments.

To complete this task, you must:

- Demonstrate technical skills in performance specific to your instrument or sound source.
- Explain the use of music elements and concepts to communicate meaning in performance.
- Apply literacy skills using music terminology relevant to genre/style and language conventions to communicate music ideas in your own work.
- Interpret music elements and concepts of performance in innovative music.
- Realise music ideas to communicate meaning in performance.

## Stimulus

Selected repertoire which explores elements, concepts and innovations studied in class in order to understand the way music is designed.

## Checkpoints

- 2 hours: Individual consultation to discuss chosen repertoire
- 8 hours: Checkpoint 1 — discussion and viewing with feedback provided
- 12 hours: Draft 1 — 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.
- You will produce sections of the final response under supervised conditions.
- Your teacher will collect and annotate a draft and monitor your response at key junctures.
- You must acknowledge all sources.
- You must submit a declaration of authenticity.
- Your teacher will conduct interviews or consultations as you develop, clarify or explore aspects of your response.
- You will each produce a unique response by selecting your own unique topic or a topic with teacher-defined limits.
- You will use a plagiarism check to submit your response.

## Scaffolding

- Carefully choose repertoire commensurate with your technique and skill.
- In your rehearsals, consider control, dexterity, fluency, security and coordination. As well, 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.
- In your rehearsals also 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).
- Reflect on teacher judgments.
- Consider stage etiquette, feedback and self-evaluation when refining and polishing performance
- Consider connection of technical approaches to the performance and the communication of meaning and the 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"> <li>demonstration of technical skills that present a <u>fluent</u> and <u>cohesive</u> performance</li> </ul>	7–8
<ul style="list-style-type: none"> <li>demonstration of technical skills that display <u>accuracy</u> and control</li> </ul>	5–6
<ul style="list-style-type: none"> <li>demonstration of technical skills in performance specific to the instrument or sound source</li> </ul>	3–4
<ul style="list-style-type: none"> <li>demonstration of technical skills to present sections from a music work</li> </ul>	1–2
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	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"> <li>interpretation of music elements and concepts shows an individualised style</li> </ul>	5–6
<ul style="list-style-type: none"> <li>interpretation of music elements and concepts displays stylistic awareness</li> </ul>	4
<ul style="list-style-type: none"> <li>interpretation of music elements and concepts in performance of innovative music</li> </ul>	3
<ul style="list-style-type: none"> <li>interpretation of some music elements and concepts</li> </ul>	2
<ul style="list-style-type: none"> <li>use of music elements and concepts</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	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"> <li>realisation of music ideas through the sustained use of chosen expressive devices and performance choices</li> </ul>	5–6
<ul style="list-style-type: none"> <li>application of literacy skills through <u>sequenced</u> and connected ideas that <u>express</u> ideas and meaning in their own work</li> <li>realisation of music ideas to communicate meaning through <u>selection</u> of expressive devices</li> </ul>	4
<ul style="list-style-type: none"> <li>explanation of the use of music elements and concepts to communicate meaning through the performance choices made</li> <li>application of literacy skills using music terminology relevant to genre/style and language conventions to communicate music ideas in their own work</li> <li>realisation of music ideas to communicate meaning in performance</li> </ul>	3
<ul style="list-style-type: none"> <li>description of meaning communicated in the performance</li> <li>application of literacy skills to <u>describe</u> ideas</li> <li>presentation of music ideas relevant to the performance of repertoire</li> </ul>	2
<ul style="list-style-type: none"> <li>simple statements made about the music</li> <li>use of terminology to identify music</li> <li>evidence of a music idea</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

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