

## Marking summary

Criterion	Marks allocated	Provisional marks
Applying technique	10	
Interpreting music elements and concepts	8	
Communicating meaning	12	
Evaluating best practice	5	
<b>Overall</b>	<b>35</b>	

# Conditions

<b>Technique</b>	Performance project
<b>Unit</b>	Unit 4: Emerge
<b>Topic/s</b>	Key idea 3: Independent best practice
<b>Duration</b>	25 hours, in both class time and students' own time
<b>Mode / length</b>	Performance: Approximately 5–6 minutes  Performance statement: Written 200–400 words, or filmed oral or audio equivalent, 1–2 minutes that examines the performance choices made in the work and expresses the meaning communicated through the performance  Reflective statement: Written 300 words, or filmed oral or audio equivalent, 1–2 minutes evaluating at least two techniques and/or strategies of best practice that influenced the performance
<b>Individual / group</b>	Individual: if the performance is in an ensemble, the student's part must be independent and aurally identifiable (one person per part)
<b>Other</b>	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  <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><li>● Reflective statement — .pdf, .mov, .mp3, .mp4, .pptx or .avi for dynamic files</li></ul>
<b>Resources</b>	—

## 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 school fosters a culture of interaction with alumni, parents and teachers who are locally and internationally respected musicians. As an apprentice, you have worked alongside a locally or internationally respected expert, artisan and/or resource to explore your performance skills.

Your aim is now to operate with increasing independence and sophistication and demonstrate best practice independently, working towards an individual approach in your specialisation.

You will perform to an audience within a performance context of your choice.

## Task

Present a performance of repertoire using an instrument or sound source. You may perform with or without a score in a style or genre of your choice. Complete a performance statement that examines the performance choices made in the work and expresses the meaning communicated through the performance.

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

Your performance will be audiovisually recorded to substantiate teacher judgments.

### To complete this task, you must:

- **apply** literacy skills using terminology relevant to genre/style and use referencing and language conventions
- **evaluate** two techniques and/or strategies of best practice
- **examine** the performance choices made in the work
- **express** the meaning communicated through the performance
- **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

## Stimulus

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## Checkpoints

- Term 2 Week 4: Consultation with the teacher showing progress and process of preparation through an assessment journal
- Term 2 Week 7: Informal performance for peers with peer and teacher feedback
- Term 3 Week 9: Performance video, statement and reflective statement draft

## Authentication strategies

- You will be provided class time for task completion.
- Your teacher will observe you completing work in class.
- Your teacher will conduct informal interviews or consultations as you develop the response.
- You will present your assessment journal at the first checkpoint and accompany your final submission.
- Your teacher will collect a draft; feedback will be provided on a separate draft feedback document.

## Scaffolding

- consider repertoire commensurate with your technique and skill
- 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
- 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 performance

- consider connection of technical approaches to the performance and the communication of meaning and the expression of music ideas
- reflect on the meaning communicated in and through repertoire, and the guidance given to the performer by the teacher, mentor or other source, to complete a statement of performance intent
- consider literacy skills using music terminology relevant to genre/style and selecting appropriate language conventions to communicate music ideas in your performance when developing a reflective statement and statement of performance intent
- develop your reflective practice statement using documentation collected during Unit 4.

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

### Criterion: Applying technique

#### Assessment objectives

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 <u>integral</u> to the work showing understanding and <u>command</u>	10
• application of technical skills that present a <u>fluent</u> and <u>cohesive</u> performance	9
• application of technical skills that display <u>accuracy</u> and control	7–8
• application of technical skills in performance specific to the instrument or sound source	5–6
• use of technical skills to present sections from a music work	3–4
• evidence of some technical skills	1–2
• does not satisfy any of the descriptors above.	0

### Criterion: Interpreting music elements and concepts

#### Assessment objectives

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	8
• interpretation of music elements and concepts shows an incorporation and awareness of style characteristics and nuances	7
• interpretation of music elements and concepts displays stylistic awareness	5–6
• interpretation of music elements and concepts in performance of music specific to style and genre	3–4
• interpretation of some music elements and concepts	1–2
• does not satisfy any of the descriptors above.	0

### Criterion: Communicating meaning

#### Assessment objectives

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
• realisation of the performance shows a synthesis of expressive devices and performance choices that communicate subtleties of meaning	11–12
• realisation of music ideas through the sustained use of chosen expressive devices and performance choices	9–10
• realisation of music ideas to communicate meaning through selection of expressive devices and performance choices	7–8

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>examination of the performance choices made in the work</li> <li>expression of the meaning communicated through the performance</li> <li>realisation of music ideas to communicate meaning in performance</li> </ul>	5–6
<ul style="list-style-type: none"> <li>simple statements made about the music</li> <li>presentation of music ideas <u>relevant</u> to the performance of repertoire</li> </ul>	3–4
<ul style="list-style-type: none"> <li>description of ideas</li> <li>evidence of a music idea</li> </ul>	1–2
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

### Criterion: Evaluating best practice

#### Assessment objectives

- apply literacy skills using terminology relevant to genre/style, and use referencing and language conventions
- evaluate two techniques and/or strategies of best practice

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>evaluation provides evidence of metacognition that informs <u>independent</u> best practice</li> </ul>	4–5
<ul style="list-style-type: none"> <li>application of literacy skills through articulated ideas, <u>controlled</u> structure and the sequencing of information</li> <li>evaluation examines the logic of the two selected techniques and/or strategies</li> </ul>	3
<ul style="list-style-type: none"> <li>application of literacy skills using terminology <u>relevant</u> to genre/style, and use of referencing and language conventions</li> <li>evaluation of two techniques and/or strategies of best practice</li> </ul>	2
<ul style="list-style-type: none"> <li>application of literacy skills to describe ideas</li> <li>identification of techniques or strategies of best practice</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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