Assessment Task for Stage 5: Year 10

Subject: Music

Assessment Task No. 1

Date: Term 1 Week 10 – Term 2 Week 1
PART A: (Performance) Wednesday 30th March 2016
PART B: (Exposition) Thursday 28th April 2016

THIS TASK NOTIFICATION CAN BE FOUND ON THE COLLEGE WEBSITE UNDER THE LEARNING AND TEACHING TAB

Instructions

Performance:
• This is an in-class task to be completed during your lesson in period 3 on 30th March.
  Performances will take place in MR1.
• If a student is absent on the day of the task, they will sit the task in their next available lesson. If a member of your ensemble is absent, the rest of the ensemble will still perform on this day, and have an opportunity to re-perform with the missing member in the next available lesson.
• An Illness / Misadventure form needs to be submitted to gain credit for this task.
• A student who fails to present / perform at the allocated time will be given a Tuesday detention and a revised date for the presentation / performance (if no acceptable reason is provided).

Information Report:
• Submit the task by handing to your teacher and signing a class list during your lesson on the due date.
• This cover sheet must be attached to the task.
• Penalty for late submission of an assessment task
  o Assessments submitted after the lesson on the due date will immediately receive a Thursday Workshop (2 hours) during which time the task will be completed and submitted, pending Illness/Misadventure certification.

PLEASE NOTE: THIS TASK WILL NOT BE ASSESSED BY YOUR TEACHER UNLESS YOU HAVE ASSESSED YOUR PERFORMANCE BY HIGHLIGHTING OR TICKING THE APPROPRIATE BOXES ON THE ATTACHED ASSESSMENT CRITERIA

Outcomes Being Assessed
5.1: performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2: performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3: performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness

Student Confirmation
By handing the task in for assessment, I agree that:

1. I did this work.
2. I know that this work may be checked to make sure that it is my work.
3. I can use things that other people have written and said but I must tell the reader/viewer when I do this.
4. If I don’t do the work myself and use other people’s work and pretend that this is mine this is called plagiarism and I will have to redo the task.
5. I have a copy of this assessment if the original is lost or stolen.

Student’s signature: ____________________________  Date:  ______________
You are a musician who is going to perform in a concert before a live Australian audience. This Australian audience will comprise of the Year 10 Music students.

Part One - Performance

Your **performance** must:

- **Represent Australian Music.** This requires you to select a piece that has been composed by Australians and performed either as a solo or small ensemble piece.

- If performing as part of an ensemble, your part must be **clearly prominent** and **showcase your individual skills** as you will be assessed individually within the ensemble. This can be achieved through a solo or a taking turns at playing the melody. Note: the person being assessed cannot have their part played on another instrument at the same time.

- Adheres to a 5 minute maximum time limit. Sections of a performance that extend beyond this time limit will not be assessed. It is advised that the performance should be a minimum of 2 minutes in length to allow you to demonstrate your skills.

A successful **performance** will:

- **Demonstrate** and maintain technical fluency, stylistic interpretation, dynamic variation and personal expression throughout the performance.

- **Demonstrate** appropriate ensemble skills of: balance, timing, tuning, stage positioning and communication.

Part Two – Exposition Essay

Based on your assessed performance, you need write an **exposition**. An exposition is used to argue a case for or against a particular position or point of view.

In your exposition you will need to argue a case for/against “**this was the best performance I could have presented**”.

You will need to:

- Provide an opening statement of evaluating your performance.

- Provide a series of arguments with demonstrating supporting evidence regarding the marking criteria applying musical terminology. Write 1 paragraph for each aspect of these marking criteria. There are 4 aspects of the marking criteria for the performance:
  1. Stylistic interpretation
  2. Technical fluency
  3. Dynamic variation
  4. Personal expression (expressive techniques)

- Provide a final statement that re-states your point of view.

The performances will be video taped. These performances can be found at:

School-2013-Shared-“MUSIC”- Year 10 Australian Art Performances.
**Word Limit of Exposition:** Maximum 500 words.

- Expositions that extend this word limit beyond 10% of the total word count, will not have the remaining content assessed.
- Include a word count in your exposition.
- Expositions need to be typed on A4 paper.

Use the attached scaffold to support you completing this component of the task.

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2. **Classroom Learning:**

Students will be prepared to effectively complete this task through:

- **Learning to:**
  1. perform in solo/ensemble situations
  2. evaluate and discuss performances in an exposition
  3. apply performance techniques and skills to performance pieces

- **Learning about:**
  1. the six concepts of music and related terminology
  2. solo/ensemble performance techniques
  3. writing an exposition

The following terms will be used in the assessing of this task:

- **Apply:** use, utilise, employ in a particular situation.
- **Demonstrate:** show by example.
- **Evaluate:** make a judgment based on criteria; determine the value of.
**‘Short Exposition’ Scaffold**

In a ‘short exposition’, the introductory and concluding paragraphs maybe 1 or 2 sentences long; and you may have only 2 - 3 paragraphs (one argument per paragraph) of at least 3 sentences each.

<table>
<thead>
<tr>
<th>Statement of opinion (introductory statement)</th>
<th>How did you feel your performance went? If part of an ensemble, comment on both your part and the ensemble as a whole.</th>
</tr>
</thead>
</table>
| Argument 1: (marking criteria 1)               | • Start with a topic sentence that indicates what aspect of the performance you are going to discuss in this paragraph and whether you have negative or positive view.  
• Some elaboration – discuss your ability to demonstrate the chosen aspect of the marking criteria.  
• Evidence (facts/examples) that support the point of view using *musical terminology* (SSTs) and referencing *where and how you demonstrated* that aspect of the marking criteria. |
| Argument 2: (marking criteria 2)               | • Start with a topic sentence that indicates what aspect of the performance you are going to discuss in this paragraph and whether you have negative or positive view.  
• Some elaboration – discuss your ability to demonstrate the chosen aspect of the marking criteria.  
• Evidence (facts/examples) that support the point of view using *musical terminology* (SSTs) and referencing *where and how you demonstrated* that aspect of the marking criteria. |
| Argument 3: (marking criteria 3)               | • Start with a topic sentence that indicates what aspect of the performance you are going to discuss in this paragraph and whether you have negative or positive view.  
• Some elaboration – discuss your ability to demonstrate the chosen aspect of the marking criteria.  
• Evidence (facts/examples) that support the point of view using *musical terminology* (SSTs) and referencing *where and how you demonstrated* that aspect of the marking criteria. |
| Final Statement (concluding statement)         | • Summary of the points that have been made. |

**Points to note:**

1. Topic sentences should begin each paragraph followed by explanations and examples to illustrate your points.
2. Write using appropriately structured paragraphs (refer to the marking criteria).
3. Write using a combination of simple, compound and complex sentences.
4. Use musical terminology to describe your performance.
5. Check your spelling and grammar!
Marking Criteria

<table>
<thead>
<tr>
<th></th>
<th>ELEMENTARY ACHIEVEMENT</th>
<th>SATISFACTORY ACHIEVEMENT</th>
<th>SUBSTANTIAL ACHIEVEMENT</th>
<th>HIGH ACHIEVEMENT</th>
<th>EXCELLENT ACHIEVEMENT</th>
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<tbody>
<tr>
<td><strong>perform a piece</strong></td>
<td>perform a piece with many pauses and much repetition</td>
<td>perform a piece with many inconsistencies in technical fluency and some stylistic interpretation</td>
<td>perform a piece with some technically fluent sections and stylistic interpretation</td>
<td>perform a piece with mostly maintained technical fluency and appropriate stylistic interpretation</td>
<td>perform a piece maintaining technical fluency and appropriate stylistic interpretation</td>
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Through the completion of this assessment task, you have demonstrated the ability to
# Teacher Feedback on Marking Criteria

## Year 10 Music Performance: Australian Music

### Student: ____________________________

Through the completion of this assessment task, you have demonstrated the ability to

<table>
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<th>B - HIGH ACHIEVEMENT</th>
<th>A - EXCELLENT ACHIEVEMENT</th>
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| **perform a piece**
consisting of many
pauses and much
repetition       | perform a piece with
many inconsistencies in
technical fluency and
some stylistic
interpretation       | perform a piece with
some technically fluent
sections and stylistic
interpretation       | perform a piece with
mostly maintained
technical fluency and
appropriate stylistic
interpretation       | perform a piece
maintaining technical
fluency and appropriate
stylistic interpretation |
| **perform a piece with**
static dynamics   | perform one section of
a piece with some
dynamic variation   | perform some sections
of a piece with some
dynamic variation and
personal expression | perform most sections
of a piece with
dynamic variation and
personal expression | perform a piece
with dynamic variation
and personal expression
which is sustained
throughout |
| **write a text using one**
of the different types of
sentences         | write a text using at
least two different types
of sentences         | write a text using a
variety of simple,
compound and/or
complex sentences | write a text using a
variety of correctly
structured simple,
compound and/or
complex sentences | write a text using an
appropriate variety of
correctly structured
simple, compound and/or
complex sentences |
| **write some sentences**
on a topic with
assistance         | write a paragraph
within a text which has
a topic sentence and
one other sentence
providing supporting
detail         | write some paragraphs
within a text which
have a topic sentence
and one other sentence
providing supporting
detail         | write some paragraphs
within a text which
have a topic sentence
and more than one
other accurately
structured sentence
providing supporting
detail         | write paragraphs within
a text which
consistently have a
topic sentence and
several accurately
structured sentences
providing supporting
detail |
| **write an exposition**
which presents, with
assistance, arguments
supporting the point
of view           | write an exposition
which presents
arguments supporting
the point of view | write an exposition
which presents
arguments about the
issue, based on
evidence, that support
the point of view | write an exposition
which presents
arguments about the
issue, based on
accurate evidence, that
support the point of
view | write an exposition
which presents
arguments about the
issue, based on
detailed and accurate
evidence, that support the point
of view |

**Comments:**

________________________________________________________________________

________________________________________________________________________

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