Assessment Task for Stage 5: Year 9
Subject: Music – Additional Studies

Assessment Task No. | Due Date: Performance 1*: Week 8, Term 1 2016
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2* | Monday 14\textsuperscript{th} March, Tuesday 15\textsuperscript{th} March and Wednesday 16\textsuperscript{th} March
(Students will be randomly selected)

*Assessment Task 2 comprises of 2 performances. The details of the second Performance will be distributed closer to Term 3 in a separate Assessment notification.

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

Submission Instructions

- This is an in-class task to be completed during your Music lessons on the above dates. You will need to be prepared to do your performance on each lesson in the week as you will be randomly selected.
- If a student is absent on the day of the task, they will do the performance in their next available lesson.
- A parental note in the diary explaining the absence MUST be shown to the class teacher.

**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**
**TASK DETAILS**

1. **Description of the Task**

You are a musician who needs to improve their performance skills. As a result, you will be performing a piece to your classmates who will be your audience. You will additionally assess your own performance and the performances of others to further refine your understanding of what a ‘good performance’ is.

You are required to perform a piece of music representative of Rock Music. This performance will be recorded for self and peer evaluation (not assessed).

You need to present a performance that:
- Represents Rock Music (rock music composed from 1950s onwards).
- Is a solo or ensemble performance. In the case of the ensemble performance, your part needs to be clearly prominent.
- Adheres to a 5 minute maximum time limit. Sections of a performance that extend beyond this time limit will not be assessed. Preferably no less than 2 minutes in length.

You will be assessed on your ability to:
- **Demonstrate** technical fluency that is maintained throughout the performance

However, you are encouraged to also:
- **Demonstrate** an understanding of the stylistic features of Rock Music
- **Demonstrate** the use of dynamics and expressive techniques
- **Demonstrate** personal expression – your own version of the piece
- **Demonstrate** leadership in the ensemble

Your performance will be recorded and kept in the following folder: ‘School’; ‘2014’; ‘Classwork’; ‘Ms Moujalli Music Year 9’; ‘Performance Task Part One’.

In this folder will also be a copy of the self and peer evaluation form that needs to be completed about your performance.

When completed, you need to transfer both the performance recording and the evaluation to: ‘School’; ‘2014’; ‘Submit’; ‘Ms Moujalli Music Year 9’; ‘Performance Task Part One; ‘<Your name>’.

2. **Classroom Learning:**

Students will be prepared to effectively complete this task through:

- Learning to:
  - i. perform in ensemble situations
  - ii. evaluate the performances through self and peer assessment
  - iii. apply performance techniques and skills to performance pieces

- Learning about:
  - i. the six concepts of music and related terminology
  - ii. solo/ensemble performance techniques

The following terms will be used in the assessing of this task:
- **Demonstrate**: show by example.
**Formal Marking Criteria**

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<td><strong>HIGH ACHIEVEMENT</strong></td>
<td><strong>EXCELLENT ACHIEVEMENT</strong></td>
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<td>perform a piece consisting of many pauses and/or much repetition</td>
<td>perform a piece with many inconsistencies in technical fluency</td>
<td>perform a piece with some technically fluent sections</td>
<td>perform a piece with mostly maintained technical fluency</td>
<td>perform a piece maintaining technical fluency</td>
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**Informal Feedback on Other Aspects of Performance**

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<td>Little evidence of stylistic understanding of the chosen style</td>
<td>Basic stylistic understanding. Articulation and/or dynamics and/or expressive techniques are not consistently appropriate to the chosen style</td>
<td>A sense of stylistic understanding through performance of the chosen repertoire. The articulation and/or dynamics and/or expressive techniques may not be consistently appropriate to the chosen style</td>
<td>Stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques</td>
<td>Perceptive stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques</td>
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<td>Performs the chosen repertoire with little or no sense of musical expression</td>
<td>Performs the chosen repertoire with little sense of musical expression</td>
<td>Performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style</td>
<td>Performs with a sense of personal expression, demonstrated by the use of expressive techniques and sensitivity to the chosen style</td>
<td>Performs with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style</td>
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<td>Little or no awareness of the performer's role as a soloist/ensemble member</td>
<td>A limited awareness of the performer's role as a soloist/ensemble member, which may be evident through lack of communication and balance in the ensemble or with the accompanist</td>
<td>A competent, although not consistent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</td>
<td>A developed understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</td>
<td>A highly-developed understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</td>
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