Assessment Task for Stage 5: Year 10

Subject: Music

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<tr>
<th>Assessment Task No.</th>
<th>Date:</th>
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<tbody>
<tr>
<td>1</td>
<td>Term 1: Week 9</td>
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<tr>
<td></td>
<td>PART A: 24th March &amp; 27th March, 2014 (Performance)</td>
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<td>PART B: 27th March, 2014 (Exposition)</td>
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THIS ASSESSMENT TASK CAN BE FOUND ON THE COLLEGE WEBSITE UNDER THE LEARNING AND TEACHING TAB

Submission Instructions

- Performances will take place in MR1 on the due dates.
- If you are absent on the day of the task due to illness or misadventure, you will complete the performance in your next available lesson with your ensemble. **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.**
- If you are absent due to illness/misadventure, you need to submit an Illness/Misadventure form to gain credit for this task.
- If you are not prepared to perform at your allocated time, you will receive a warning letter and a Thursday detention. Your ensemble will perform without you on the due date. A re-scheduled time will be issued for your ensemble to perform where you will be assessed.
- Penalty for late submission of an assessment task
  - 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 a note from parents explaining the absence.

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: ______________
TASK DETAILS

1. Description of the Task

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:

You need to present a performance that:

- Represents Australian Music: Small Ensembles. This requires you to select a piece that has been composed by Australians and performed by a minimum of 3 players and a maximum of 8 players.
- Demonstrates technical fluency, dynamic variation, stylistic interpretation, and personal expression that is maintained throughout the performance.
- Demonstrates appropriate ensemble skills of: balance, timing, tuning, stage positioning and communication.
- Adheres to a 5 minute maximum time limit. Sections of a performance that extend beyond this time limit will not be assessed.

In your ensemble, your part must be clearly prominent and showcase your individual skills as you will be assessed individually within the ensemble.

You will also complete self evaluations on the day. (These evaluations will not be assessed). Teacher feedback will not be given without the completion of this self and peer assessment.

Part Two:

Exposition:

Based on one of the ensemble performances from the concert, 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 which was the best small ensemble performance. You will need to:

- Provide a statement of opinion about which was the best small ensemble performance.
- Provide a series of arguments with supporting evidence, making links to the marking criteria.
- Provide a final statement that re-states your point of view.

During the performances, you can take notes about the performance that you are going to evaluate. Following the performances, time will be given to watch the recordings of the performances to assist you in completing this task. These performances can be found at:

School-2012-Shared-“MUSIC”-Year 10 Ensemble 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.

2. Classroom Learning:

Students will be prepared to effectively complete this task through:

- Learning to:
  i. perform in ensemble situations
  ii. evaluate and discuss performances
  iii. apply performance techniques and skills to performance pieces

- Learning about:
  i. the six concepts of music and related terminology
  ii. ensemble performance techniques
  iii. evaluation practices

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

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

| Statement of opinion | Who do you think was the best small ensemble performance?  
Who instruments were they playing?  
What song were they playing? |
|-----------------------|-----------------------------------------------------------------|
| Argument 1:           | Why I believe this point (reason).  
Some elaboration.  
Evidence (facts/examples) that support the point of view. |
| Argument 2:           | Why I believe this point (reason).  
Some elaboration.  
Evidence (facts/examples) that support the point of view. |
| Argument 3:           | Why I believe this point (reason).  
Some elaboration.  
Evidence (facts/examples) that support the point of view. |
| Argument 4:           | Why I believe this point (reason).  
Some elaboration.  
Evidence (facts/examples) that support the point of view. |
| Final 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 a combination of simple, compound and complex sentences.
3. Write using appropriately structured paragraphs (refer to the marking criteria).
### Marking Criteria

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

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<td>perform a piece with many inconsistencies in technical fluency and some stylistic interpretation</td>
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<td>perform one section of a piece with some dynamic variation</td>
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<td>write a text using one of the different types of sentences</td>
<td>write a text using at least two different types of sentences</td>
<td>write a text using a variety of simple, compound and/or complex sentences</td>
<td>write a text using a variety of correctly structured simple, compound and/or complex sentences</td>
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<td>write some paragraphs within a text which have a topic sentence and more than one other accurately structured sentence providing supporting detail</td>
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## Teacher Feedback Sheet
### Performance: Australian Music
### Year 10 Music

**Student:** ………………………………..

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**Comments:**

___________________________________________________________________________________________
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Self Assessment Feedback Sheet
Performance: Australian Music
Year 10 Music

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