Assessment Task for Stage 6: Preliminary

Subject: Music

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

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<thead>
<tr>
<th>Assessment Task No.</th>
<th>Date: Performance 1*: Term 1, Week 10</th>
<th>Weighting</th>
<th>10%</th>
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<tr>
<td>5 *</td>
<td>30th March, 1st April 2015 (Students will be randomly selected)</td>
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Submission Instructions

- This is an in-class task, which will be completed during your lessons on the 30th March (Period 3) and the 1st of April (Period 1)
- Performances will take place in MR1. For Performance 1, you will be selected at random to complete your performance. Due to student numbers, this will take place over a number of lessons. **You must be prepared to perform for each of these lessons.**
- Penalty for non-attendance
  - On the date of the assessment will immediately receive a 50% mark penalty of the achieved mark pending Illness/Misadventure certification.
  - On the day following the assessment will receive a zero mark pending Illness/Misadventure certification.

Outcomes being Assessed

- **P1:** performs music that is characteristic of the topics studied
- **P5:** comments on and constructively discusses performances and compositions
- **P9:** performs as a means of self expression and communication
- **P11:** demonstrates a willingness to accept and use constructive criticism

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 to present a performance representative of the topic *Popular Music (The 20th and 21st Centuries)* which will be performed before an audience comprised of your Music class.

PERFORMANCE REQUIREMENTS:

Each performance needs to:

- Clearly represent the topic *Popular Music: The 20th and 21st Centuries*. **Performances that do not represent this topic area will receive a 50% penalty.**
- Be a solo or ensemble performance. In the case of an ensemble performance, your part needs to be clearly prominent.
- **Demonstrate:**
  - technical facility, fluency, articulation and intonation
  - appropriate stylistic interpretation
  - personal expression and sensitivity
  - effective solo and/or ensemble skills including understanding of the role of the soloist/ensemble member, communication and issues of balance.
- Not exceed the time limit of **5 minutes**.

Following each performance, you will complete self and peer evaluations to critically appraise your performance and the performance of others. (These evaluations will not be assessed).

2. Classroom Learning:

Students have been prepared to effectively complete this task through:

- **Learning to:**
  - Perform effectively in solo and/or ensemble performance activities within the topic area studied
  - Apply the concepts of music in performance activities
  - Critically evaluate performances and the performances of others

- **Learning about:**
  - Ways in which the concepts of music are used and manipulated in various musical contexts
  - Performance styles and genres

- Terms used in the assessing of this task:
  - **Apply:** to use, utilise or employ in a particular situation.
  - **Demonstrate:** to show by example.
Marking Criteria

**PERFORMANCE**

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

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<tbody>
<tr>
<td>1-4</td>
<td>5-8</td>
<td>9-12</td>
<td>13-16</td>
<td>17-20</td>
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<tr>
<td>ELEMENTARY ACHIEVEMENT</td>
<td>SATISFACTORY ACHIEVEMENT</td>
<td>SUBSTANTIAL ACHIEVEMENT</td>
<td>HIGH ACHIEVEMENT</td>
<td>EXCELLENT ACHIEVEMENT</td>
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**Perform repertoire with:**

- mostly pauses in technical skills, fluency, articulation and consistent intonation repetition in the piece
- some use of dynamics
- a sensitive moment
- the **application** of solo and/or ensemble technique

- many pauses in maintaining technical skills and/or fluency and/or articulation and/or intonation and/or much repetition in the piece
- an awareness of style through the **application** of an appropriate expressive technique and/or some dynamics
- some sensitivity which is sometimes sustained throughout the piece
- the **application** of an appropriate solo and/or ensemble technique including some understanding of the role of the soloist/ensemble member, communication and issues of balance

- sometimes maintained technical skills and/or fluency and/or articulation and/or intonation. Some repetition may also be evident in the piece
- some stylistic interpretation through the **application** of some appropriate expressive techniques or dynamics
- some personal expression and sensitivity which is sometimes sustained throughout the piece
- the **application** of some appropriate solo and/or ensemble techniques including some understanding of the role of the soloist/ensemble member, communication and issues of balance

- mostly maintained technical skills, fluency, articulation and intonation
- stylistic interpretation through the **application** of some appropriate expressive techniques and dynamics
- personal expression and sensitivity mostly sustained throughout the piece
- the **application** of mostly appropriate solo and/or ensemble techniques including understanding of the role of the soloist/ensemble member, communication and issues of balance
- adhered to the time limit

- maintained technical skills, fluency, articulation and intonation
- appropriate stylistic interpretation through the effective **application** of expressive techniques and dynamics
- personal expression and sensitivity sustained throughout the piece
- the sustained **application** of appropriate solo and/or ensemble techniques including understanding of the role of the soloist/ensemble member, communication and issues of balance
- adhered to the time limit