



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: Creative and Performing Arts Course: Music Year: HSC12

Assessment Task: # 2 Viva Voce 'An Instrument and its Repertoire' (10%) Performance Core (10%) + Elective 1 (15%)

Assessment Weighting: 35%

Due: Term 1 Week 8 and 9

Date: Viva Voce: Thursday 16th March 2023

Performance Core / Elective 1: 22nd March 2023

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)
H2, H4, H6, H1, H7, H9
Task Description
Viva Voce Demonstrate your understanding of the music concepts as used by your instrument Perform your Performance Core piece Present your Elective 1 in the form of a piece or a Viva Voce in the topics of 'Music of the 20 th and 21 st Century or "Popular Music'
Detailed Assessment Task Description
Viva Voce - An Instrument and its Repertoire <u>Choose an instrument to research</u> and discuss the instrument's capability by presenting musical examples of its repertoire You can have a variety of repertoire: Example: The Trumpet in Jazz Music or You can make comparisons: Example: Different vocal techniques in Classical and Pop Music or You can base your Viva on the Concepts of Music: Example: Tone Colour and Expressive Techniques of the Bass or You can come up with your own question (consult with your teacher). Introduction Tips: Consider the following questions from your examiner: "What effect does that have on the music?" "Can you provide a musical example of what you're talking about?" "How does the player achieve that sound/tone, etc.?" Concepts When discussing the concepts, all examples are taken from your selected pieces of music or scores (any information on scores are subject to examination). Consider the following concepts for

discussion as well as other relevant ones for your instrument: pitch, duration, dynamics and expressive techniques and tone colour.

The Viva Voce is a two way discussion between the examiner and the student. It must have a musical focus based on extensive listening and performance. Your Viva Voce needs to be based on 3 or more pieces of Music of different styles. Your Viva Voce analysis can be a combination of excerpts of Music on a CD and/or Music Scores. You must provide a copy of your Outline Summary Sheet for the examiners.

Performance Core

Perform a piece on the instrument of your choice.

You must be the dominant player if you have accompanists.

Elective 1

Perform a piece on the instrument of your choice or present a Viva Voce.

You must be the dominant player if you have accompanists.

Each performance/Viva must represent topics we have studied in the H.S.C. course.

Assessment Criteria – Viva Voce		
Grade	Description	Mark Range
Outstanding (O)	Outstanding: <ul style="list-style-type: none"> ▪ Informed opinion of the capabilities and use of the instrument ▪ Use of vocabulary ▪ Performance technique discussion and demonstrations ▪ Depth of contextual knowledge ▪ Ability to discuss the concepts of music and their relationship to the chose works in detail ▪ Ability to demonstrate and add support to statements made throughout the discussion 	9 - 10
High (H)	Developed: <ul style="list-style-type: none"> ▪ Informed opinion of the capabilities and use of the instrument ▪ Use of vocabulary ▪ Performance technique discussion and demonstrations ▪ Depth of contextual knowledge ▪ Ability to discuss the concepts of music and their relationship to the chose works in detail ▪ Ability to demonstrate and add support to statements made throughout the discussion 	7 - 8
Sound (S)	Sound: <ul style="list-style-type: none"> ▪ Opinion of the capabilities and use of the instrument ▪ Use of vocabulary ▪ Performance technique discussion and demonstrations ▪ Contextual knowledge ▪ Ability to discuss the concepts of music and their relationship to the chose works ▪ Attempts support to statements made throughout the discussion 	5 - 6
Basic (B)	Basic: <ul style="list-style-type: none"> ▪ Treatment of all required components of the assessment criteria ▪ Short discussion able to take place ▪ Treatment of musical concepts 	3 - 4
Limited (L)	Limited: <ul style="list-style-type: none"> ▪ Discussion ▪ Assessment criteria met 	1 - 2

Assessment Criteria – Performance Core		
Grade	Description	Mark Range
Outstanding (O)	<p>Outstanding:</p> <ul style="list-style-type: none"> ▪ Technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire. ▪ Stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques. ▪ Sense of personal expression, demonstrated by the use of appropriate expressive techniques and sensitivity to chosen style. ▪ Understanding of solo/ensemble techniques including understanding of the role of soloist/ ensemble member, communication with accompanist/ensemble and issues of balance. 	9 - 10
High (H)	<p>Developed:</p> <ul style="list-style-type: none"> ▪ Technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire. ▪ Stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques. ▪ Sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to chosen style. ▪ Understanding of solo/ensemble techniques including Understanding of the role of soloist/ ensemble member, communication with accompanist/ensemble and issues of balance. 	7 - 8
Sound (S)	<p>Sound:</p> <ul style="list-style-type: none"> ▪ Technical skills. Some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation. ▪ Stylistic understanding through performance of the chosen repertoire. The articulation and/or expressive techniques may not be consistently appropriate to the chosen style. ▪ Sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style. ▪ Although not consistent understanding of solo/ensemble member, communication with accompanist/ensemble and issues of balance. 	5 - 6
Basic (B)	<p>Basic:</p> <ul style="list-style-type: none"> ▪ Technical skill, although there are frequent inconsistencies in technical fluency, technical facility and intonation. ▪ Articulation and/or dynamics and/or expressive techniques ▪ Repertoire with little sense of musical expression. ▪ Awareness of the performer's role as a solo/ensemble member, which may be evident through lack of communication and balance in the ensemble or with the accompanist. 	3 - 4
Limited (L)	<p>Limited:</p> <ul style="list-style-type: none"> ▪ Technical skill. ▪ Stylistic understanding of the chosen style. ▪ Musical expression. ▪ Awareness of the performer's role as a solo/ensemble member. 	1 - 2

Assessment Criteria – Viva Voce (Elective 1)		
Grade	Description	Mark Range
Outstanding (O)	Outstanding: <ul style="list-style-type: none"> ▪ Informed opinion of the capabilities and use of the instrument. ▪ Use of vocabulary. ▪ Performance technique discussion and demonstrations. ▪ Depth of contextual knowledge. ▪ Ability to discuss the concepts of music and their relationship to the chose works in detail. ▪ Ability to demonstrate and add support to statements made throughout the discussion. 	13 - 15
High (H)	Developed: <ul style="list-style-type: none"> ▪ Informed opinion of the capabilities and use of the instrument. ▪ Use of vocabulary. ▪ Performance technique discussion and demonstrations. ▪ Depth of contextual knowledge. ▪ Ability to discuss the concepts of music and their relationship to the chose works in detail. ▪ Ability to demonstrate and add support to statements made throughout the discussion. 	11 - 12
Sound (S)	Sound: <ul style="list-style-type: none"> ▪ Informed opinion of the capabilities and use of the instrument. ▪ Use of vocabulary. ▪ Performance technique discussion and demonstrations. ▪ Contextual knowledge. ▪ Ability to discuss the concepts of music and their relationship to the chose works. ▪ Attempts support to statements made throughout the discussion. 	8 - 10
Basic (B)	Basic: <ul style="list-style-type: none"> ▪ Treatment of all required components of the assessment criteria. ▪ Short discussion able to take place. ▪ Treatment of musical concepts. 	4 - 7
Limited (L)	Limited: <ul style="list-style-type: none"> ▪ Discussion. ▪ Assessment criteria met. 	1 - 3

Assessment Criteria – Performance Elective 1		
Grade	Description	Mark Range
Outstanding (O)	Outstanding: <ul style="list-style-type: none"> ▪ Technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire. ▪ Stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques. ▪ Sense of personal expression, demonstrated by the use of appropriate expressive techniques and sensitivity to chosen style. ▪ Understanding of solo/ensemble techniques including understanding of the role of soloist/ ensemble member, communication with accompanist/ensemble and issues of balance. 	13 - 15
High (H)	Developed: <ul style="list-style-type: none"> ▪ Technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire. ▪ Stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques. ▪ Sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to chosen style. ▪ Understanding of solo/ensemble techniques including understanding of the role of soloist/ ensemble member, communication with accompanist/ensemble and issues of balance. 	11 - 12
Sound (S)	Sound: <ul style="list-style-type: none"> ▪ Technical skills. Some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation. ▪ Stylistic understanding through performance of the chosen repertoire. The articulation and/or expressive techniques may not be consistently appropriate to the chosen style. ▪ Sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style. ▪ Although not consistent understanding of solo/ensemble member, communication with accompanist/ensemble and issues of balance. 	8 - 10
Basic (B)	Basic: <ul style="list-style-type: none"> ▪ Technical skill, although there are frequent inconsistencies in technical fluency, technical facility and intonation. ▪ Articulation and/or dynamics and/or expressive techniques ▪ Repertoire with little sense of musical expression. ▪ Awareness of the performer's role as a solo/ensemble member, which may be evident through lack of communication and balance in the ensemble or with the accompanist. 	4 - 7
Limited (L)	Limited: <ul style="list-style-type: none"> ▪ Technical skill. ▪ Stylistic understanding of the chosen style. ▪ Musical expression. ▪ Awareness of the performer's role as a solo/ensemble member. 	1 - 3

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes