



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: Creative and Performing Arts

Course: Music

Year: 11

Assessment Task: #1 Performance

Assessment Weighting: 25% Due: Term 1

Amended date:

Week 10 Date: 2/04/2024 Periods 2/3

Task Type: Hand in Task  In Class Task  Practical Task

<b>Outcomes assessed (NESA)</b>
P1: Performs music that is characteristic of the topics studied. P7: Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied. P9: Performs as a means of self-expression and communication. P10: Demonstrates a willingness to participate in performance, composition, musicology, and aural activities.
<b>Task Description</b>
Performance Task
<b>Detailed Assessment Task Description</b>
- Perform <b>one group piece</b> on the <b>instrument of your choice</b> . - <b>Your role</b> must be <b>dominant</b> in at least <b>one section</b> . - Your performance must be <b>no longer than 5 minutes</b> in length.

Assessment Criteria		
Grade	Description	Mark Range
<b>Outstanding (O)</b>	Demonstrates: <b>Outstanding</b> technical skills: <b>fluency, facility, intonation, articulation, and consistency</b> . Stylistic understanding: <b>articulation, dynamics, and expressive techniques</b> . A sense of <b>personal expression</b> and <b>sensitivity</b> to chosen style. An <b>understanding of ensemble techniques</b> , including understanding of the <b>role of the soloist</b> . <b>Communicates effectively</b> with accompanist/ensemble. Musical <b>balance</b> performing with an ensemble.	<b>21-25</b>
<b>High (H)</b>	Demonstrates: <b>High</b> technical skills: fluency, facility, intonation, articulation, and consistency. Some stylistic understanding: articulation, dynamics, and expressive techniques.	<b>16-20</b>

	<p>A sense of personal expression and sensitivity to chosen style.</p> <p><b>Some understanding</b> of ensemble techniques, including understanding of the role of the soloist. Communicates effectively with accompanist/ensemble.</p> <p>Musical balance performing with an ensemble.</p>	
<b>Sound (S)</b>	<p>Demonstrates:</p> <p>Technical skills: Some <b>problems in maintaining technical fluency and technical facility</b> are evident in the performance, as are <b>inconsistencies in intonation</b>.</p> <p>Stylistic understanding through performance of the chosen repertoire, however, the <b>articulation and/or expressive techniques may not be consistently appropriate to the chosen style</b>.</p> <p>An <b>attempt to incorporate</b> expressive techniques appropriate to the chosen style.</p> <p>Although not consistent, <b>some understanding</b> of ensemble techniques, including an understanding of the role of the soloist.</p> <p><b>Issues with musical balance.</b></p>	<b>11-15</b>
<b>Basic (B)</b>	<p><b>Frequent inconsistencies</b> in technical fluency, facility and intonation.</p> <p>Articulation and/or dynamics and/or expressive techniques are <b>not consistent or appropriate</b> to the chosen style.</p> <p><b>Basic</b> sense of <b>musical expression</b>.</p> <p><b>Little awareness</b> of the <b>performer's role</b> as a solo/ensemble member.</p> <p><b>Lack of communication and balance</b> in the ensemble or with the accompanist.</p>	<b>6-10</b>
<b>Limited (L)</b>	<p><b>Limited or no evidence of:</b></p> <p>Technical skill.</p> <p>Evidence of stylistic understanding of the chosen style.</p> <p>Sense of musical expression.</p> <p>Awareness of the performer's role as a solo/ensemble member.</p>	<b>1-5</b>

### 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