



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: Creative and Performing Arts Course: HSC Year: 12

Assessment Task: Task #4 - Elective 2 (15%) and Elective 3 (15%) (Performance, Viva Voce or Composition)

Assessment Weighting: 30% Due: Term 3 Week 5 Date: 19/08/2024

Task Type: Hand in Task  In Class Task  Practical Task

### Outcomes assessed (NESA)

**H1:** Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble.

**H2:** Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topic studied

**H4:** Articulates an aural understanding of musical concepts and their relationships within the topic studied

**H6:** critically evaluates and discusses the use of concepts of music in works representative of the above topic.

**H7:** Understands the capabilities of performing media, incorporates technologies into performance of selected topics.

**H9:** Performs as a means of self-expression and communication.

**H3:** improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

**H5:** Critically evaluates and discusses performances and compositions

**H10:** Demonstrate a willingness to participate in performance, composition, musicology and aural activities.

### Task Description/Overview

Students will present Elective 2 and Elective 3 in the form of a performance, composition or a Viva Voce. Students are expected to be in C1 10 minutes before their scheduled assessment time.

### Detailed Assessment Task Description

#### Performance:

Perform on the instrument of your choice.

You must be the dominant player if you have accompanists.

Each performance piece must represent two of the topics we have studied in the H.S.C. course.

#### Viva Voce:

A **ten minute** discussion with the examiner on the topic studied.

#### Composition:

Present your finished composition as **midi file with progress diary**.

<b>Assessment Criteria - Performance</b>		
<b>Grade</b>	<b>Description</b>	<b>Mark Range</b>
<b>Outstanding (O)</b>	<p>Excellent:</p> <ul style="list-style-type: none"> <li>- Technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</li> <li>- Stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques.</li> <li>- Understanding of solo/ensemble techniques including understanding of the role of soloist/ ensemble member, communication with accompanist/ensemble and issues of balance.</li> <li>- Sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to chosen style.</li> </ul>	<b>17-20</b>
<b>High (H)</b>	<p>Accomplished:</p> <ul style="list-style-type: none"> <li>- Technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire.</li> <li>- Stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques.</li> <li>- Sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to chosen style.</li> <li>- Understanding of solo/ensemble techniques including understanding of the role of soloist/ ensemble member, communication with accompanist/ensemble and issues of balance.</li> </ul>	<b>13-16</b>
<b>Sound (S)</b>	<p>Competent:</p> <ul style="list-style-type: none"> <li>- Technical skills. Some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation.</li> <li>- Sense of stylistic understanding through performance of the chosen repertoire. The articulation and/or expressive techniques may not be consistently appropriate to the chosen style.</li> <li>- Sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style.</li> <li>- Although not consistent understanding of solo/ensemble member, communication with accompanist/ensemble and issues of balance.</li> </ul>	<b>9-12</b>
<b>Basic (B)</b>	<p>Basic:</p> <ul style="list-style-type: none"> <li>- Technical skill, there are frequent inconsistencies in technical fluency, technical facility and intonation.</li> <li>- Articulation and/or dynamics and/or expressive techniques are not consistently appropriate to the chosen style.</li> <li>- Sense of musical expression.</li> <li>- 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.</li> </ul>	<b>5-8</b>
<b>Limited (L)</b>	<p>Limited:</p> <ul style="list-style-type: none"> <li>- Technical skill.</li> <li>- Evidence of stylistic understanding of the chosen style.</li> <li>- Sense of musical expression.</li> <li>- Awareness of the performer's role as a solo/ensemble member.</li> </ul>	<b>1-4</b>

<b>Assessment Criteria – Viva Voce</b>		
<b>Grade</b>	<b>Description</b>	<b>Mark Range</b>
<b>Outstanding (O)</b>	Excellent: <ul style="list-style-type: none"> <li>- Depth study of the historical development of the instrument</li> <li>- Research of the capabilities and use of the instrument</li> <li>- Use of appropriate vocabulary</li> <li>- Use of the musical concepts as used by the chosen performing media</li> <li>- Performance technique discussion and demonstrations</li> <li>- Treatments of all required components of the assessment criteria</li> <li>- Knowledge of famous performers</li> <li>- Ability to discuss the concepts of music and their relationship to the chose works in detail</li> <li>- Ability to demonstrate and add support to statements made throughout the discussion</li> </ul>	<b>19-20</b>
<b>High (H)</b>	Accomplished: <ul style="list-style-type: none"> <li>- Study of the historical development of the instrument</li> <li>- Use of appropriate vocabulary</li> <li>- Use of the musical concepts as used by the chosen performing media</li> <li>- Performance technique discussion and demonstrations</li> <li>- Treatment of all required components of the assessment criteria</li> <li>- Knowledge of the instruments studied</li> <li>- Ability to discuss the concepts of music and their relationship to the chosen works</li> <li>- Capacity to show and add support to statements made throughout the discussion</li> </ul>	<b>16-18</b>
<b>Sound (S)</b>	Competent: <ul style="list-style-type: none"> <li>- Use of appropriate vocabulary</li> <li>- Use of the musical concepts as used by the chosen performing media</li> <li>- Treatment of all required components of the assessment criteria</li> <li>- Knowledge of the instruments studied</li> <li>- Ability to discuss the concepts of music and their relationship to the chose works with prompting</li> <li>- Capacity to demonstrate and add support to statements made throughout the discussion</li> </ul>	<b>10-15</b>
<b>Basic (B)</b>	Basic: <ul style="list-style-type: none"> <li>- Treatment of all required components of the assessment criteria</li> <li>- Historical research evident or discussion able to take place as well as demonstrations and explanations without prompting</li> <li>- Demonstration of musical concepts</li> </ul>	<b>7-9</b>
<b>Limited (L)</b>	Limited: <ul style="list-style-type: none"> <li>- Discussion able to take place. Answers lack demonstrations and explanations without prompting</li> <li>- Assessment criteria met</li> </ul>	<b>1-6</b>

<b>Assessment Criteria - Composition</b>		
<b>Grade</b>	<b>Description</b>	<b>Mark Range</b>
<b>Outstanding (O)</b>	Excellent: <ul style="list-style-type: none"> <li>- Understanding of stylistic features of the topic</li> <li>- Technical competency, skilful use of appropriate vocabulary, successful idiomatic writing</li> <li>- Expressive potential of the performing media</li> <li>- score with accurate notation and clear performance directions</li> <li>- Treatment of all required components of the assessment criteria</li> <li>- Skills shown in the use of the music software</li> <li>- Process work completed</li> </ul>	<b>19-20</b>
<b>High (H)</b>	Accomplished: <ul style="list-style-type: none"> <li>- Understanding of stylistic features of the topic</li> <li>- Score with accurate notation and clear performance directions</li> <li>- Development of ideas</li> <li>- Treatment of all required components of the assessment criteria</li> <li>- Skills shown in the use of the music software</li> <li>- Process work completed</li> </ul>	<b>16-18</b>
<b>Sound (S)</b>	Competent: <ul style="list-style-type: none"> <li>- Work but lacks musicality or a genuine understanding of piano music</li> <li>- Score work but shows some clumsiness and/or inaccuracies</li> <li>- Token use of assessment criteria</li> <li>- Demonstration of process work completed</li> </ul>	<b>10-15</b>
<b>Basic (B)</b>	Basic: <ul style="list-style-type: none"> <li>- Development of ideas</li> <li>- Understanding of stylistic features</li> <li>- Development of ideas</li> <li>- Treatment of all required components of the assessment criteria</li> <li>- Evidence of genuine process work.</li> </ul>	<b>7-9</b>
<b>Limited (L)</b>	Limited: <ul style="list-style-type: none"> <li>- Development of ideas</li> <li>- Musical understanding</li> <li>- Use of score conventions, unfinished or incorrect notation</li> <li>- development of ideas</li> <li>- Process work completed</li> </ul>	<b>1-6</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