



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 9 and 10

Date: Viva Voce: Thursday 28th March 2024

Performance Core / Elective 1: Thursday 4th April 2024

Task Type: Hand in Task In Class Task Practical Task

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

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