Stage 2 Music Explorations Assessment Type 2: Explorations

How is music made?

Purpose

Students develop and extend their understanding of music by:

* Applying their knowledge and understanding of musical elements to exploring and experimenting with how music is made
* exploring musical styles, influences, and/or techniques
* experimenting with styles and techniques, based on their findings and discoveries.

Description of Assessment

For your exploration, choose:

* one or more aspects of how music is made and,
* one or more musical styles, influences, and/or techniques.

To explore how music is made, you may select sources of music and sound and/or sound production and recording processes to experiment with and explore. Sources of music and sound may include but are not limited to, acoustic, electronic or amplified instruments, voice, found sounds, sampling, or soundscapes. You may explore sound production and recording with an industry mentor, including but not limited to, the recording industry, DJ/dance music production, instrument making, or creating an audio product.

To explore musical styles, influences and/or techniques you may select one or more musical styles, influences, and/or techniques, such as music theatre, jazz, hip hop, Indigenous music of Australia, music therapy, and/or contemporary music of a particular culture.

As part of the exploration and experimentation process, maintain a multimodal journal of your learning processes and development. This may include excerpts of music performance and/or improvisation, annotated scores, notated lead sheets, notes and reflections, plans, sketches, images or any other relevant information. This learning journal is not assessed but forms the basis of your portfolio.

**Assessment Conditions**

For your exploration and experimentation you provide evidence of your learning in a portfolio. The portfolio comprises:

* a presentation
* a commentary

**Presentation**

The presentation provides evidence of your practical music-making skills, and your musical understanding, skills and techniques in manipulating musical elements and experimenting with how music is made. The presentation comprises short performances, compositions, and/or other musical products.

* The performances should be recorded for assessment, and should be between 8-10 minutes.
* Compositions should be 4-6 minutes and in digital format or as an audio recording with an annotated lead sheet.

**Commentary**

The commentary provides evidence of the processes of exploration and experimentation and your learning development as a result of these processes. The commentary is an explanation of these processes and a synthesis of your findings. The commentary is informed by your learning journal.

The commentary is presented in multimodal format, including but not limited to,

* a blog or vlog
* a web page
* a movie clip
* a multimodal presentation (Power Point, Voki, Prezi).

The duration/length of the commentary should be up to 6 minutes if oral, or 1000 words if written, or the equivalent multimodal.

The specific features of the criteria being assessed are:

Understanding Music

The specific features are as follows:

UM1 Development of knowledge and understanding of musical elements

UM2 Expression of musical ideas.

Exploring and Experimenting with Music

The specific features are as follows:

EEM1 Application of knowledge and understanding of musical elements to explore and experiment with music

EEM2 Exploration of and experimentation with musical styles, influences, techniques and/or production

EEM3 Synthesis of findings from exploration of and experimentation with music

**Responding to Music**

The specific features are as follows:

RM3 Reflection on and critique of own learning within music

**Performance Standards for Stage 2 Music Explorations**

| - | Understanding Music | Exploring and Experimenting with Music | Responding to Music |
| --- | --- | --- | --- |
| A | Focused and sustained development of knowledge and understanding of musical elements.  Creative and coherent expression of musical ideas. | Focused and sustained application of knowledge and understanding of musical elements to creatively explore and experiment with music.  In-depth exploration and innovative experimentation with musical styles, influences, techniques, and/or production.  Insightful synthesis of findings from exploration of and experimentation with music. | Insightful and creative application of musical literacy skills.  Perceptive analysis and discussion of musical works.  Insightful reflection on and critique of own learning within music. |
| B | Mostly sustained development of knowledge and understanding of musical elements.  Mostly creative and coherent expression of musical ideas. | Mostly sustained application of knowledge and understanding of musical elements to creatively explore and experiment with music.  Some depth in exploration and creative experimentation with musical styles, influences, techniques, and/or production.  Some insight in synthesis of findings from exploration of and experimentation with music. | Mostly creative application of musical literacy skills, with some insights.  Analysis and discussion of musical works, with some perceptiveness.  Some insight in reflection on and critique of own learning within music. |
| C | Generally competent development of knowledge and understanding of musical elements.  Generally coherent expression of musical ideas, with some creativity. | Competent application of knowledge and understanding of musical elements to explore and experiment with music.  Competent exploration and experimentation with musical styles, influences, techniques, and/or production, with some creativity.  Synthesis of findings from exploration of and experimentation with music. | Generally competent application of musical literacy skills, with some creativity.  Generally competent discussion of musical works, with some analysis.  Considered reflection on and critique of own learning within music. |
| D | Some basic development of knowledge and understanding of musical elements.  Some communication of basic musical ideas. | Some basic application of knowledge and understanding of musical elements to explore and/or experiment with music.  Basic exploration and experimentation with some musical styles, influences, techniques, and/or production.  Basic description of some findings from exploration of and/or experimentation with music. | Development of some basic musical literacy skills.  Basic description of some musical works.  Basic description of own learning within music. |
| E | Attempted development of knowledge and understanding of musical elements.  Attempted communication of a basic musical idea. | Some basic recognition and attempted application of musical elements to explore or experiment with music.  Attempted exploration or experimentation with a musical style, influence, technique, or production.  Attempted description of one or more findings from exploration of or experimentation with music. | Attempted development of very basic musical literacy skills.  Attempted description of a musical work.  Attempted description of own learning within music. |