

Stage 2 Music Subjects Implementation Workshops

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Government
of South Australia



SACE
BOARD
SOUTH AUSTRALIA

Program

- Overview – subject renewal process
- Generic structure of each subject
- Content and Assessment:
 - Music Performance: Ensemble
 - Music Performance: Solo
 - Music Explorations
 - Music Studies
- Learning and Assessment Plans and Tasks
- Moderation process refresher
- E-Assessment

Background- Music Subjects Renewal

Building on the principles for subject renewal:

- **Growth in capabilities**
- **Conceptual and contextual learning**
 - **Transformative learning**
- **Relevant, engaging learning**
 - **Collaborative learning**
 - **Quality Assessment**

The 7 Capabilities

SACE

When you study for your SACE you continue to develop capabilities to live, learn, work, and participate successfully in an ever-changing society.

The following seven general capabilities underpin the SACE:

1 Literacy

You will extend your literacy capability by, for example, choosing and using language, engaging with a variety of texts, and communicating with a range of people in different situations.

2 Numeracy

You will extend your numeracy capability by, for example, interpreting information in diagrams, maps, graphs, and tables.

3 Information and Technology Capability

You will further extend this capability by using current and emerging technologies and understanding their impact on society and the workplace.

4 Critical and Creative Thinking

Identifying and exploring different topics, posing and investigating questions, and organising information are some of the skills you will use to improve your critical and creative thinking capability.

capa

5 Personal and Social Capabilities

Developing confidence, self-discipline, independence, resilience, initiative, adaptability while working in teams, and dealing with challenging situations in a constructive way are some of the skills that can be developed through the personal and social capabilities.

6 Ethical Understanding

Through this capability you will gain a deeper understanding of how ethical issues are managed successfully.

7 Intercultural Understanding

Learning about and developing respect for other people's social and cultural backgrounds, to work and live together, is a key aspect of intercultural understanding. You will also explore citizenship, and learn about the cultural, linguistic, and religious diversity of a nation.

The 7 Capabilities



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Developing confidence, self-discipline,
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adaptability while working in teams and
dealing with challenging situations in a
constructive way are some of the skills to
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6 Ethical Understanding

Through this capability you will gain a
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7 Intercultural Understanding

Learning about and developing
respect for other people's social and
cultural backgrounds, to work and live
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understanding. You will also explore global
citizenship, and learn about the social,
cultural, linguistic, and religious diversity of
a nation.

These seven
capabilities are
gradually replacing the
five SACE capabilities
of communication,
citizenship, personal
development, work,
and learning.

This means that some subjects
still have five capabilities, while
others already include the seven
general capabilities.

Both sets of capabilities are
similar. What's important is that
they help to build skills that are
useful now and for the future.

Directional Considerations

- **Scope and skill development**
- **Stage 1 and Stage 2 links**
- **Flexibility and choice**
- **Musical elements**
- **Musical skills and literacy**
- **Integrating conceptual thinking and metacognition into learning and task design**

Metacognitive Strategies

- Ask questions
- Foster self-reflection**
- Encourage self-questioning
- Teach strategies directly
- Promote autonomous learning
- Provide access to mentors
- Solve problems with a team
- Think aloud
- Self-explanation
- Provide opportunities for making errors

Structure of all SACE Subjects

- Learning Requirements
- Assessment Design Criteria
- Specific Features
- Performance Standards

Articulation through the subject (e.g. Music Explorations)

- ❑ **Learning Requirement 1** Develop and apply knowledge and understanding of musical elements in exploring and experimenting with music.
- ❑ **Assessment Design Criterion** Exploring and Experimenting with Music
- ❑ **Specific Feature EEM1** Application of knowledge and understanding of musical elements to explore and experiment with music.
- ❑ **Performance Standard** (A grade band) Focused and sustained application of knowledge and understanding of musical elements to creatively explore and experiment with music.

New subject	Existing subject
2MSO10 Music Performance: Solo	Solo Performance Performance Special Study
2MEB10 Music Performance: Ensemble	Ensemble Performance
2MSI20 Music Studies	Musicianship Composing and Arranging
2MEX20 Music Explorations	Music Individual Study Composing and Arranging Music Technology

Music Performance: Ensemble – 10 credits

Learning Requirements

In this subject, students are expected to:

1. apply knowledge and understanding of style, structure, and conventions in performing musical works **in an ensemble**
2. apply musical skills and techniques in refining and performing musical works
3. interpret creative works and express musical ideas
4. **demonstrate responsive collaboration within an ensemble**
5. discuss key musical elements of the repertoire
6. critique and evaluate own learning within music.

Note: For the purposes of this subject students may perform on one or more instruments, or a combination of instrument(s) and voice.



How to design a task integrating the **learning requirements, growth in capabilities, and key indicators of quality curriculum**

- *See P. 125 of your workshop booklet for an example the design features for
Music Performance: Ensemble AT1*

Music Performance: Ensemble Content

Assessment Design Criteria:

- Understanding Music, Performing Music, Responding to Music

Specific features:

UM1 Expression of musical ideas

UM2 Application of knowledge and understanding of style, structure, and conventions

PM1 Application of musical skills in refining and presenting performances

PM2 Use of musical techniques relevant to the style(s)

PM3 Stylistic interpretation, including the effectiveness of the performance

PM4 **Responsiveness and collaboration within the ensemble**

RM1 **Discussion of key musical elements of the repertoire**

RM2 **Critique and evaluation of own learning within music**

Music Performance: Ensemble

Assessment Overview

Four assessments

Students complete:

- one performance or set of performances
- one performance or set of performances and a discussion
- one performance portfolio

School assessment (70%)

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and **Discussion** (40%)

External assessment (30%)

- Assessment Type 3: Performance **Portfolio** (30%)

Music Performance: Ensemble

Assessment Type 1

Assessment Type 1: Performance (30%)

Specific features:

UM1 Expression of musical ideas

UM2 Application of knowledge and understanding of style, structure, and conventions

PM1 Application of musical skills in refining and presenting performances

PM2 Use of musical techniques relevant to the style(s)

PM3 Stylistic interpretation, including the effectiveness of the performance

PM4 Responsiveness and collaboration within the ensemble

Music Performance: Ensemble

Assessment Type 2

Assessment Type 2: Performance and Discussion (40%)

Specific features:

UM1 Expression of musical ideas

UM2 Application of knowledge and understanding of style, structure, and conventions

PM1 Application of musical skills in refining and presenting performances

PM2 Use of musical techniques relevant to the style(s)

PM3 Stylistic interpretation, including the effectiveness of the performance

PM4 Responsiveness and collaboration within the ensemble

RM1 Discussion of key musical elements of the repertoire

Music Performance: Ensemble

External Assessment

Assessment Type 3: Performance Portfolio (30%)

Specific features:

UM1 Expression of musical ideas

UM2 Application of knowledge and understanding of style, structure, and conventions

PM1 Application of musical skills in refining and presenting performances

PM2 Use of musical techniques relevant to the style(s)

PM3 Stylistic interpretation, including the effectiveness of the performance

PM4 Responsiveness and collaboration within the ensemble

RM2 Critique and evaluation of own learning within music

Music Performance: Solo – 10 credits

Learning Requirements

In this subject, students are expected to:

1. apply knowledge and understanding of style, structure, and conventions in performing musical works
2. apply musical skills and techniques in refining and performing musical works
3. interpret creative works and express musical ideas
4. **develop stage presence and skills in engaging an audience**
5. discuss key musical elements of **their chosen** repertoire
6. critique and evaluate own learning within music.

Note: For the purposes of this subject students may perform on one or more instruments, or a combination of instrument(s) and voice.

Music Performance: Solo Content

Assessment Design Criteria:

- Understanding Music, Performing Music, Responding to Music

Specific features:

UM1 Expression of musical ideas

UM2 Application of knowledge and understanding of style, structure, and conventions

PM1 Application of musical skills in refining and presenting performances

PM2 Use of musical techniques relevant to the **chosen** style(s)

PM3 Stylistic interpretation, including the effectiveness of the performance

PM4 **Development of stage presence and skills in engaging an audience**

RM1 Discussion of key musical elements of the **chosen** repertoire

RM2 Critique and evaluation of own learning within music

Music Performance: Solo

Assessment Overview

Four assessments

Students complete:

- one performance or set of performances
- one performance or set of performances and a discussion
- one performance portfolio

School assessment (70%)

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and **Discussion** (40%)

External assessment (30%)

- Assessment Type 3: Performance **Portfolio** (30%)

Music Performance: Solo

Assessment Type 1

Assessment Type 1: Performance (30%)

Specific features:

UM1 Expression of musical ideas

UM2 Application of knowledge and understanding of style, structure, and conventions

PM1 Application of musical skills in refining and presenting performances

PM2 Use of musical techniques relevant to the style(s)

PM3 Stylistic interpretation, including the effectiveness of the performance

PM4 Development of stage presence and skills in engaging an audience

Music Performance: Solo

Assessment Type 2

Assessment Type 2: Performance and Discussion (40%)

Specific features:

UM1 Expression of musical ideas

UM2 Application of knowledge and understanding of style, structure, and conventions

PM1 Application of musical skills in refining and presenting performances

PM2 Use of musical techniques relevant to the style(s)

PM3 Stylistic interpretation, including the effectiveness of the performance

PM4 Development of stage presence and skills in engaging an audience

RM1 Discussion of key musical elements of the chosen repertoire

Music Performance: Solo

External Assessment

Assessment Type 3: Performance Portfolio (30%)

Specific features:

UM1 Expression of musical ideas

UM2 Application of knowledge and understanding of style, structure, and conventions

PM1 Application of musical skills in refining and presenting performances

PM2 Use of musical techniques relevant to the chosen style(s)

PM3 Stylistic interpretation, including the effectiveness of the performance

PM4 Development of stage presence and skills in engaging an audience

RM2 Critique and evaluation of own learning within music

Discuss

At your table take some time now to:

- Look through the tasks for the two performance subjects
- Share your top strategies for supporting students to achieve at their highest level
- Discuss how you would teach students to structure and present their Discussion and their Evaluation, and the points of difference between the two reflection tasks
- Share your wisdom regarding best ways to film your students' performances, conduct part-tests, model reflective practice

Spend 10 minutes on this discussion and then share your ideas with the whole group

Music Explorations – 20 credits

Learning Requirements

In this subject, students are expected to:

1. **develop and apply knowledge and understanding of musical elements** in exploring and experimenting with music
2. **explore and experiment** with musical styles, influences, techniques, and/or production
3. **apply musical literacy skills**
4. **analyse and discuss musical works**
5. **synthesise findings** from exploration of and experimentation with music, and express musical ideas
6. **reflect on and critique own learning** within music.

Music Explorations Content

Assessment Design Criteria:

- Understanding Music
- Exploring and Experimenting with Music
- Responding to Music

Specific Features:

UM1 **Development of** knowledge and understanding of **musical elements**

UM2 Expression of musical ideas

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**

RM1 Application of musical literacy skills

RM2 Analysis and discussion of musical works

RM3 Reflection on and critique of own learning within music

Music Explorations

Assessment Overview

Five assessments - students complete:

- three musical literacy tasks
- one portfolio of explorations – portfolio of performance/composition and commentary
- one creative connections task

School assessment (70%)

- Assessment Type 1: Musical Literacy (30%)
- Assessment Type 2: Explorations (40%)

External assessment (30%)

- Assessment Type 3: Creative Connections (30%)

Music Explorations – School Assessed

Assessment Type 1

Musical Literacy 30%

- ✓ 3 tasks
 - ✓ One task is an original melody or song with a composer's statement
 - ✓ Total requirement:
 - 12 minutes if oral
 - 2000 words if written
 - equivalent in multimodal format
 - UM, EEM, RM –
- all assessment design criteria assessed

Ibiza Nite

Piano Audio



Synth Audio



Silly Toy

Piano Audio



Music Explorations - School Assessed

Assessment Type 2

Explorations 40%

Students submit a portfolio comprising:

1. A musical presentation
2. A commentary

Total requirement:

- Performances 8-10 minutes
- Compositions 4-6 minutes
- Crafted instrument 3-4 minutes
- Commentary 6 minutes/1000 words
- Assessment Design Criteria assessed are:
Understanding Music and **Exploring and Experimenting with Music**

Music Explorations - External Assessment

Assessment Type 3

Creative Connections 30%

Students complete a Creative Connections task comprising:

1. A new creative work(s) that builds on previous exploration
2. A discussion (in oral or multimodal format)

Total requirement:

- Performances 6-8 minutes
- Compositions 3-4 minutes
- Discussion 7 minutes
- Specific Features assessed are:

Understanding Music - UM2

Exploring & Experimenting with Music – EEM1, EEM2, EEM3

Responding to Music – RM1, RM2

Music Studies – 20 credits

Learning Requirements

In this subject, students are expected to:

1. apply knowledge and understanding of **musical elements**
2. apply musical skills and techniques in developing, refining, and presenting creative works
3. apply a range of musical literacy skills, including aural perception and notation
4. deconstruct, analyse, and interpret musical works and styles, and **manipulate musical elements**
5. synthesise findings and express musical ideas
6. reflect on musical influences on own creative works

Music Studies Content

Assessment Design Criteria:

- Understanding Music
- Creating Music
- Responding to Music

Specific Features:

UM1 Reflection on musical influences on own original creations

UM2 Synthesis of findings and expression of musical ideas

CM1 Application of knowledge and understanding of **musical elements**

CM2 Application of musical skills and techniques in developing, refining, and presenting creative works

CM3 Interpretation of musical works

CM4 Manipulation of **musical elements**

RM1 Application of a range of musical literacy skills, including aural perception and notation

RM2 Deconstruction and analysis of musical works and/or styles

Music Studies

Assessment Overview

Five assessments - students complete:

- one portfolio of creative works
- three musical literacy tasks
- one examination

School assessment (70%)

- Assessment Type 1: Creative Works (40%)
- Assessment Type 2: Musical Literacy (30%)

External assessment (30%)

- Assessment Type 3: Examination (30%)

Music Studies – School Assessed

Assessment Type 1

Creative Works 40%

Students present a portfolio consisting of:

1. Their own creative work(s) – performance(s), composition(s), or arrangement(s)
2. A creator's statement in which students reflect on their own creative works

Total requirement:

- Performances 10-12 minutes (+ part-test if ensemble)
- Compositions 5-6 minutes
- Creator's statement 5 minutes or 750 words
- Assessment Design Criteria:
 - Understanding Music
 - Creating Music

Music Studies – School Assessed

Assessment Type 2

Musical Literacy 30%

- ✓ 3 tasks
 - ✓ One task is a 2-minute composition or arrangement using traditional notation
 - ✓ Total requirement:
 - ❑ 15 minutes if oral/multimodal
 - ❑ 2400 words if written
 - ❑ UM, CM, RM –
- all assessment design criteria assessed**

Music Studies – External Assessment

Assessment Type 3

Examination 30%

Specific features assessed:

- UM2** Synthesis of findings and expression of musical ideas
- CM1** Application of knowledge and understanding of musical elements
- CM3** Interpretation of musical works
- CM4** Manipulation of musical elements
- RM1** Application of a range of musical literacy skills, including aural perception and notation
- RM2** Deconstruction and analysis of musical works and/or styles

Supporting document

- Music Performance: Ensemble
- Music Performance: Solo
- Music Explorations
- Music Studies

Writing an evaluation statement – advice for your students

Remember:

- Be honest
- Use technical terminology and use it appropriately
- Discuss strengths and weaknesses of the work, challenges encountered through the process stage, and how these were overcome, or improved
Discuss the creative intent of the work
- Describe how you developed your ideas

Remember:

- Discuss how your work changed through the development/refinement process
- Discuss influences (other musicians, works, musical cultures)
- Discuss how musical elements were used and locate examples in the work
- Evaluate the final work as a whole

Planning to Teach

Learning and Assessment Plan (LAP)



Pre-approved Learning and Assessment Plan

Stage 2 Ensemble Performance

Pre-approved learning and assessment plans are for school use only.

- Teachers may make changes to the plan, retaining alignment with the subject outline.
- The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
- The plan does not need to be submitted to the SACE Board for approval.

School _____ Teacher(s) _____

SACE school code	Year	Enrolment code				Program variant code (A-W)	
		Stage	Subject code	No. of credits (10 or 20)			
		2	M	B	L	10	

Addendum – changes made to the pre-approved learning and assessment plan

Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:

- what changes have been made to the plan
- the rationale for making the changes
- whether these changes have been made for all students, or for individuals within the student group.

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

Signature of principal or delegate _____ Date _____



Assessment overview

Stage 2 Ensemble Performance – 10 credits

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: First Performance – weighting 30%

Assessment details	Assessment design criteria			Assessment conditions (e.g. task type, word length, time allocated, supervisor)
	A	T	M	
Term 3 concert Students perform in the ensemble for assessment at a public performance. Students are required to perform, individually, sections from their parts. The first performance is an ensemble performance of a section of the repertoire that is approximately one-quarter to half of the repertoire.	12	1224	1224	Public performance of 8–10 minutes duration.

Assessment Type 2: Second Performance – weighting 40%

Assessment details	Assessment design criteria			Assessment conditions (e.g. task type, word length, time allocated, supervisor)
	A	T	M	
Term 3 concert Students perform in the ensemble for assessment at a public performance. Students are required to perform, individually, sections from their parts. The second performance is an ensemble performance of a section of the repertoire that is approximately half to three-quarters of the repertoire.	12	1224	1224	Public performance of 12–18 minutes duration.

Assessment Type 3: Final Performance – weighting 30%

Assessment details	Assessment conditions (e.g. task type, word length, time allocated, supervisor)
Final Assessment	Students perform in the ensemble in a practical examination, comprising one public performance. Students are required to perform, individually, sections from their parts in the final performance. Public performance in the ensemble of 10 to 12 minutes.

Three assessments. Please refer to the Stage 2 Music (Ensemble Performance) subject outline.



Moderation

Moderation Sample Collection

- Teachers select student samples for Final Moderation
- When selecting the sample, teachers choose the best representation of that grade level
- They include 1 sample of each grade level attained within each assessment type, and all A+ samples
- e.g. You have 10 Solo Performance students. For Assessment Type 1: First Performance, the moderation sample selection is shown below:
- Looking at the AT2: Second Performance table, which students' work would be selected?

Student	AT1 Grade	Selection
Ludwig	A+	*
Beyonce	A	*
Myra	A-	
Wolfgang	B+	*
Ravi	A+	*
John	B+	
Billie	A+	*
Clara	C	*
Adele	A-	*
Prince	C+	*

Student	AT2 Grade	Selection
Ludwig	A+	
Beyonce	A	
Myra	A	
Wolfgang	B	
Ravi	A+	
John	B+	
Billie	A+	
Clara	C-	
Adele	A	
Prince	B	

Moderation Sample Collection



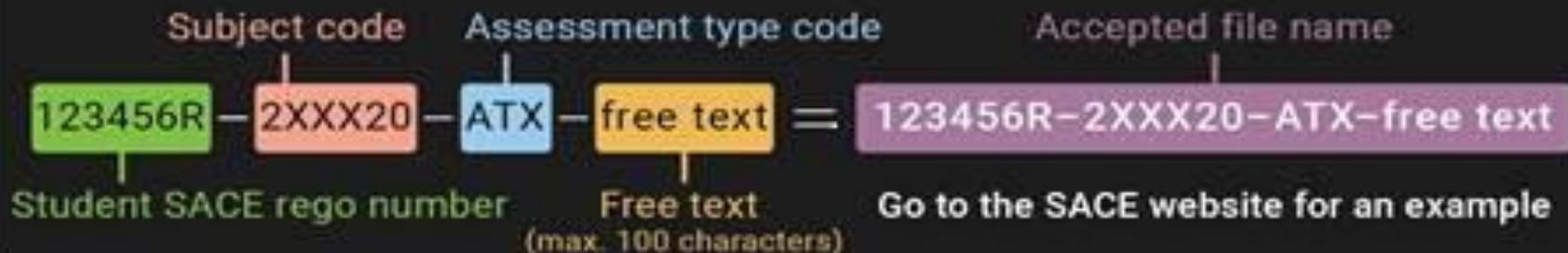
Preparing school assessment materials for final moderation

What to include

Music Performance subjects

- 2019 Performance Notes Sheet for Assessment Type 1, and for Assessment Type 2
- Video recordings of performance and individual part test
- Discussion AT2
- Example of naming convention for *electronically submitted materials* for external assessment and moderation:

THE ONLINE SUBMISSION FORMULA





Thank you

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