**Designing a Task using the Learning Requirements and**

**Key Performance Indicators of Quality Curriculum**

**Example:** **Assessment Type 1: Creative Works - Group Performance**

***Learning musical concepts through repertoire studied (explored and applied through the Learning Requirements).***

**Growth in capabilities –** this underpins all the learning in the task. Focus on just 1-3 in the assessment to ensure relevance: (e.g. ***Literacy*** - *Developing students’ musical literacy through responding to and discussing their own and others’ works* and ***Personal and Social Capability*** *– Being responsive to other musicians*

**Learning Requirements**

1. Develop and apply knowledge and understanding of musical elements –*as found within the repertoire studied – e.g.: treatment of melody: (sequence, intervals – steps and leaps, melodic contour, phrase development)* **Conceptual and contextual learning, Relevant, engaging learning**

2. Explore and apply musical skills and techniques in developing, refining, and presenting creative works – (*through practising, rehearsing and refining interpretation of the repertoire)* **Conceptual and contextual learning , Collaborative learning, Transformative learning**

3. Develop musical literacy skills (*score-reading, development of aural perception, applied theory)* **Conceptual and contextual learning, Transformative learning, Relevant, engaging learning**

4. Analyse, discuss and interpret musical works and styles (*discussion of style, and interpretation of the music in performance, collaborative discussion of structural elements, analysis of how certain elements have been manipulated by the composer, identifying melodic, rhythmic and/or harmonic patterns in the repertoire, rehearsing and performing sections of the music, listening to performance exemplars online or live)* **Conceptual and contextual learning, Collaborative learning, Transformative learning, Relevant, engaging learning**

5. Communicate musical ideas (*improvising on a theme in the repertoire, improvising a solo section, responding to others’ performances of the same or similar repertoire, discussion of particular musical features in the repertoire)* **Collaborative learning, Relevant, engaging learning**

6. Reflect on own learning in music (*regular reflections throughout the period of study which highlight process and progress of learning)* **Transformative learning**