****Music Performance: Ensemble****

****Assessment Type 1: Performance****

**Integrating the Learning Requirements, Capabilities, and Key Performance Indicators of Quality Curriculum in task design**

The teaching program and assessment tasks should be designed to promote quality curriculum. While the inclusion of the KPIs is not mandatory to incorporate into the learning, assessment, and task design, it’s a great habit to start cultivating as you develop your skills in designing high quality learning opportunities for your students.

**Example –** Assessment Type 1: Performance - learning about musical concepts through repertoire studied (explored and applied through the learning requirements).

**Growth in capabilities**

* this underpins all the learning in the task in particular, and in the subject as a whole. Focus on just 1-3 in the assessment to ensure relevance. See examples below:

***Literacy*** - *Developing (students’) musical literacy through responding to and discussing their own and others’ works*

***Critical and creative thinking*** *– critiquing strategies for improving and refining their musical skills, technique, and accuracy*

***Personal and Social Capability*** *– Being responsive to other musicians*

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|  | **Learning Requirement** | **Subject-specific activities** | **Key Indicator – Quality Curriculum** |
| 1 | Apply knowledge and understanding of style, structure, and conventions in performing musical works in an ensemble | *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** |
| 2 | Apply musical skills and techniques in refining and performing musical works | *Practising, rehearsing and refining interpretation of the repertoire, experimenting with different approaches to playing the repertoire, listening to or watching and responding to exemplar performances of the same or similar repertoire, recording sections and critiquing how to improve as well as what has worked, such as balance between parts, blend, coordination of tone and dynamics, rhythmic synchronicity within the ensemble (applies to 3 too)* | **Conceptual and contextual learning, Collaborative learning, Transformative learning** |
| 3 | Interpret creative works and express musical ideas | *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** |
| 4 | Demonstrate responsive collaboration within an ensemble | *Knowing how the other parts within the ensemble fit with your own, understanding the shifting focuses in the repertoire as it is performed e.g. knowing when to play out and knowing when to subdue your part, actively listening and responding in the different contexts of rehearsal and performance, being prepared and learning your notes accurately so your contribution is promoting the progress of the whole group* | **Conceptual and contextual learning, Collaborative learning, Relevant, engaging learning, Transformative learning** |
| 5 | Discuss key elements of the repertoire | *e.g. Score-reading, form, stylistic characteristics, dynamics , articulations and expression as determined by the director of the ensemble, or the whole group, in the absence of a single director, application of aural skills, applied theory, treatment of elements using melody as an example: (sequence, intervals – steps and leaps, melodic contour, phrase development* | **Conceptual and contextual learning, Relevant, engaging learning, Transformative learning,** |
| 6 | Critique and evaluate own learning within music | *Regular reflections, critiques and evaluations throughout the period of study which highlight process and progress of learning. These materials can form valuable material for the individual evaluation in Assessment Type 3* | **Conceptual and contextual learning, Transformative learning** |