**STAGE 2 music STUDIES**

**ASSESSMENT TYPE 1: cREATIVE WORKS – PERFORMANCE / COMPOSITION OPTION**

**Purpose**

To apply musical understanding, skills, and techniques to develop, refine and present their works.

**Description of assessment**

Students choose one of the following options (1 or 2).

**Option 1: Performance**

This assessment provides an opportunity for you to demonstrate solo or ensemble performance skills, and reflect on your performance, providing evidence of the strategies you used to develop, refine and present your creative work. The creative work may be a performance or a set of performances and may be in a single style or variety of styles. This assessment comprises a performance and a creator’s statement. If your performance is within an ensemble, the assessment will also include individual part-testing.

The creator’s statement provides an opportunity for you to reflect on musical influences on your own creative work, to synthesize and express your musical ideas, and to discuss refinements made to your creative work throughout the process.

**Assessment conditions**

The performance of your creative work should be:

* in front of a live audience
* recorded for assessment purposes
* of 10-12 minutes duration
* including individual part-testing of approximately 2 minutes duration (for an ensemble performance)

The creator’s statement should be:

* to a maximum of 5 minutes if an oral presentation
* 750 words if written
* or the equivalent in multimodal form.

**Option 2: Composition or Arrangement**

This assessment provides an opportunity for you to demonstrate your practical music-making skills through composing or arranging works for instrument(s) and /or voice. You may explore and apply compositional techniques, structures and styles, and manipulate musical elements as appropriate.

The creative work may be a composition or set of compositions, or an arrangement or set of arrangements. The assessment comprises a composition or arrangement, score and/or digital audio recording, and a creator’s statement.

The creator’s statement provides an opportunity for you to comment on the overall style, instrumentation, form and structure of each completed work. You should explain each section of the completed work, describing the tonality, melody, harmony and composing techniques used.

**Assessment conditions**

Your composition should be:

* between 5-6 minutes
* a notated work(s) or in digital format. Notated works should be submitted with a score using standard notation (including the transposed score if transposing instruments have been used) and a recording.

The creator’s statement should be:

* to a maximum of 5 minutes if an oral presentation
* 750 words if written
* or the equivalent in multimodal form.

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| ***Learning Requirements*** | ***Assessment Design Criteria*** |
| 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 | Understanding Music  The specific features are as follows:  UM1 Reflection on musical influences on own original creations  UM2 Synthesis of findings and expression of musical ideas  Creating Music  The specific features are as follows:  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 *(Option 1)*  CM4 Manipulation of musical elements *(Option 2)* |

**Performance Standards for Stage 2 Music Studies**

|  | Understanding Music | Creating Music | Responding to Music |
| --- | --- | --- | --- |
| A | Insightful and coherent reflection on musical influences on own original creations.  Insightful synthesis of findings, and creative and coherent expression of musical ideas. | Perceptive and creative application of knowledge and understanding of musical elements.  Proficient application of musical skills and techniques in developing, refining, and presenting creative works.  Accurate interpretation of musical works.  Highly creative manipulation of musical elements. | Focused and sustained application of a range of musical literacy skills, including aural perception and notation.  Perceptive and in-depth deconstruction and analysis of musical works and/or styles. |
| B | Coherent reflection on musical influences on own original creations, with some insights.  Synthesis of findings, and generally creative and coherent expression of musical ideas. | Mostly creative application of knowledge and understanding of musical elements, with some perceptiveness.  Generally proficient application of musical skills and techniques in developing, refining, and presenting creative works.  Mostly accurate interpretation of musical works.  Creative manipulation of musical elements. | Mostly sustained application of a range of musical literacy skills, including aural perception and notation.  Some perceptiveness and depth in deconstruction and analysis of musical works and/or styles. |
| C | Generally coherent reflection on musical influences on own original creations.  Synthesis of some findings, and generally coherent expression of musical ideas, with some creativity. | Some creativity in application of knowledge and understanding of musical elements.  Competent application of musical skills and techniques in developing, refining, and presenting creative works.  Generally accurate interpretation of musical works.  Some creative manipulation of musical elements. | Generally competent application of a range of musical literacy skills, including aural perception and notation.  Generally competent deconstruction, with some analysis, of musical works and/or styles. |
| D | Some description of a musical influence on own original creations.  Some communication of findings and basic musical ideas. | Some application of basic knowledge and understanding of musical elements.  Some application of basic musical skills and techniques in developing and presenting creative works, with attempted refinement.  Some basic interpretation of a musical work.  Basic manipulation of some musical elements. | Some application of a narrow range of musical literacy skills, which may include aural perception and/or notation skills.  Partial deconstruction and description of one or more musical works and/or styles. |
| E | Emerging recognition of a musical influence in attempting own original creation.  Attempted communication of one or more findings, and of a basic musical idea. | Some basic recognition and attempted application of a narrow range of some musical elements.  Attempted application of some basic musical skills and techniques to develop or present a creative work.  Attempted interpretation of a basic musical work.  Attempted manipulation of a narrow range of musical elements. | Attempted application of very basic musical literacy skills.  Attempted description of a musical work and/ or style. |

The specific SACE capabilities that underpin THIS assessment task may include:

* Literacy **✓**
* Numeracy **✓**
* Information and communications technology **✓**
* Critical and creative thinking **✓**
* Personal and social **✓**
* Ethical understanding **✓**
* Intercultural understanding **✓**