**STAGE 2 music STUDIES**

**ASSESSMENT TYPE 2: MUSICAL LiTERACY - “What’s the point of a title?”**

**Purpose**

To analyse compositions that have descriptive titles and to interpret the descriptive nature of the music, using music terminology. Students deconstruct written notation through visual recognition only and analyse and identify the compositional features that depict the title and mood. Students analyse the same music for a second time with the addition of aural stimulus (audio) and compare and reflect on both visual and aural analytical skills.

**Description of assessment**

The aspects to take into account are:

* Visual recognition of compositional devices / musical techniques that depict the title and mood.
* Aural recognition of compositional devices / musical techniques that depict the title and mood.
* Compare and reflect upon skills in deconstructing and analysing musical works in visual and aural format.

**Assessment conditions**

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| **Learning requirements**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
 | Assessment design criteriaUnderstanding MusicThe specific features are as follows:UM1 Reflection on musical influences on own original creationsUM2 Synthesis of findings and expression of musical ideasCreating MusicThe specific features are as follows:CM1 Application of knowledge and understanding of musical elementsCM2 Application of musical skills and techniques in developing, refining, and presenting creative worksCM3 Interpretation of musical worksCM4 Manipulation of musical elementsResponding to MusicThe specific features are as follows:RM1 Application of a range of musical literacy skills, including aural perception and notationRM2 Deconstruction and analysis of musical works and/or styles |

Students create a portfolio of visual and aural responses, and reflection of skills from responses to a minimum of 3 musical works and a maximum of 4 musical works that have descriptive titles.

For this portfolio, responses should be of a maximum of 4.5 minutes if presented orally, and/or 700 words if written, and/or an equivalent in multimodal format.

**Performance Standards for Stage 2 Music Studies**

|  | Understanding Music | Creating Music | Responding to Music |
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| 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 include: ✓

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