**Stage 1 Music Experience**

**Assessment Type 1: Creative Works**

**Ensemble Performance Task**

**Purpose**

To perform a program of 1 or 2 musical works in an ensemble setting in front of an audience. For assessment purposes, an ensemble is any combination of instruments / voice that is for two or more instruments / voices. Repertoire chosen for the performance should be from a single style / genre.

**Description of assessment**

Students perform in an ensemble setting in front of a live audience.

* As stylistic interpretation is essential to the performance, students should investigate the conventions of the chosen style through a series of open ended questions which are to be submitted prior to the final performance.
* Students will be part tested to ensure their performance demonstrates the musicianship skills of accuracy, intonation and dynamics.
* Students should investigate one aspect of technique on their instrument/ voice and devise/ compose a purpose made study/ etude/ exercise that helps them to improve one aspect of their performance. This may be notated using music writing software, or hand written with scripted instructions, and / or a combination of both.

**Assessment conditions**

Students submit a written / oral / multimodal presentation that investigates the conventions of the chosen style prior to the performance.

Perform in an ensemble on their instrument / voice in front of a live audience. Total performance (playing / singing time) should be between 2 and 5 minutes. Students are part tested after the performance and also perform their purpose made study / exercise.

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| ***Learning Requirements*** | ***Assessment Design Criteria*** |
| 1. Develop and apply knowledge and understanding of musical elements 2. Explore and apply musical skills and techniques in developing, refining, and presenting creative works 3. Develop musical literacy skills 4. Analyse, discuss and interpret musical works and styles 5. Communicate musical ideas 6. Reflect on own learning in music | Understanding Music  The specific features are as follows:  UM1 Development of knowledge and understanding of musical elements  UM2 Communication of musical ideas  Creating Music  The specific features are as follows:  CM1 Application of knowledge and understanding of musical elements  CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works  CM3 Interpretation of musical works  Responding to Music  The specific features are as follows:  RM1 Development of musical literacy skills  RM2 Analysis and discussion of musical works and styles  RM3 Reflection on own learning in music |

**Performance Standards for Stage 1 Music – Experience**

|  | Understanding Music | Creating Music | Responding to Music |
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| A | Focused and sustained development of knowledge and understanding of musical elements.  Creative and coherent communication of musical ideas. | Perceptive and creative application of knowledge and understanding of musical elements.  Insightful exploration and proficient application of musical skills and techniques in developing, refining, and presenting creative works.  Accurate interpretation of musical works. | Focused and sustained  development of musical literacy skills.  Perceptive analysis and discussion of musical works and styles.  Insightful reflection on own learning in music. |
| B | Mostly sustained  development of knowledge and understanding of musical elements.  Generally creative  and coherent communication of musical ideas. | Mostly creative application of  knowledge and understanding of  musical elements, with some perceptiveness.  Some insight in exploration,  generally proficient application,  of musical skills and techniques  in developing, refining, and  presenting creative works.  Mostly accurate interpretation of musical works. | Mostly sustained  development of  musical literacy skills.  Some perceptive analysis and  discussion of musical  works and styles.  Some insight in  reflection on own  learning in music. |
| C | Generally competent  development of knowledge and understanding of musical elements.  Generally coherent communication of musical ideas, with some creativity. | Some creativity in application of  knowledge and understanding of  musical elements.  Considered exploration and  generally competent application  of musical skills and techniques  in developing, refining, and  presenting creative works.  Generally accurate interpretation  of musical works. | Competent development of musical literacy skills.  Some analysis in discussion of musical works and styles.  Considered reflection on own learning in music. |
| D | Some basic development of knowledge and  understanding of some musical elements.  Some communication of basic musical ideas. | Some application of basic knowledge of musical elements.  Some exploration and basic  application of some musical skills  and/or techniques in developing  or presenting creative works,  with attempted refinement.  Occasional accuracy in  interpretation of musical works. | Development of some  basic musical literacy  skills.  Some basic description  of one or more musical  works and/or styles.  Some description of own learning in music. |
| E | Attempted development of knowledge and understanding of some musical elements.  Attempted communication of a basic musical idea. | Attempted application of some  basic musical elements.  Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.  Limited accuracy in interpretation  of musical works | Attempted development of very basic musical literacy  skills.  Attempted description of a musical work.  Attempted description of own learning in music. |

The specific SACE capabilities that underpin T assessment task include:

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