**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 MusicThe specific features are as follows:UM1 Development of knowledge and understanding of musical elementsUM2 Communication of musical ideasCreating MusicThe specific features are as follows:CM1 Application of knowledge and understanding of musical elementsCM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative worksCM3 Interpretation of musical worksResponding to MusicThe specific features are as follows:RM1 Development of musical literacy skillsRM2 Analysis and discussion of musical works and stylesRM3 Reflection on own learning in music |

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

|  | Understanding Music | Creating Music | Responding to Music |
| --- | --- | --- | --- |
| 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 sustaineddevelopment of musical literacy skills.Perceptive analysis and discussion of musical works and styles.Insightful reflection on own learning in music. |
| B | Mostly sustaineddevelopment of knowledge and understanding of musical elements.Generally creative and coherent communication of musical ideas. | Mostly creative application of knowledge and understanding ofmusical elements, with some perceptiveness.Some insight in exploration,generally proficient application,of musical skills and techniquesin developing, refining, and presenting creative works.Mostly accurate interpretation of musical works. | Mostly sustaineddevelopment ofmusical literacy skills.Some perceptive analysis and discussion of musicalworks and styles.Some insight inreflection on ownlearning in music. |
| C | Generally competentdevelopment of knowledge and understanding of musical elements. Generally coherent communication of musical ideas, with some creativity. | Some creativity in application ofknowledge and understanding ofmusical elements.Considered exploration andgenerally competent applicationof musical skills and techniquesin developing, refining, and presenting creative works.Generally accurate interpretationof 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 andunderstanding of some musical elements. Some communication of basic musical ideas. | Some application of basic knowledge of musical elements.Some exploration and basicapplication of some musical skillsand/or techniques in developingor presenting creative works,with attempted refinement.Occasional accuracy ininterpretation of musical works. | Development of somebasic musical literacyskills.Some basic descriptionof one or more musicalworks 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 somebasic musical elements.Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.Limited accuracy in interpretationof musical works | Attempted development of very basic musical literacyskills.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 ✓**