# Music 2 Stage 6 – sample assessment task – HSC performance

**Topic:** Mandatory: music of the last 25 years (Australian focus)

**Assessment:** task 1 – core performance, sight singing and critical appraisal

**Weightings:** 20% total – core performance 15% (performance 10%, sight singing 5%, critical appraisal 5%)

**Due Date:** Term 1 Week 10

**Outcomes:**

* **H1** – performs repertoire that reflects the mandatory and additional topics and addresses the stylistic and technical demands of the music as a soloist and as a member of an ensemble
* **H6** – discusses, constructively criticises and evaluates performances of others and self with particular reference to stylistic features of the context
* **H10** – performs as a means of self expression and communication

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## Task description

Perform one piece representative of the mandatory topic – music of the last 25 years (Australian focus), sight singing and submit a critical appraisal of own performance.

### Part A – performance

Perform one piece (solo or ensemble) from the mandatory topic – music of the last 25 years (Australian focus). Your performance should:

* demonstrate clear representation of the topic
* demonstrate thorough performance preparation
* include full accompaniment as relevant to your chosen piece
* not exceed 5 minutes.

### Part B – sight singing

Sight sing a given 8-bar melody in class. You will be given 2-minutes preparation time, the tonic chord and starting note. Your sight singing should:

* demonstrate aural awareness
* demonstrate accurate pitch and rhythm.

### Part C – critical appraisal

Submit a critical appraisal of your preparation for your core performance.

Your critical appraisal should be 500 words in length and should address the criteria:

* describe how you prepared for the performance of this piece
* describe the development of your technical skills required for performance
* discuss your decision making around the interpretation of the piece including personal stylistic decisions
* identify the communication considerations as a soloist or ensemble member.

## Assessment criteria

### Performance

You will be assessed on your ability to demonstrate:

* technical fluency and facility
* stylistic interpretation and sensitivity to style
* effective use of musical and personal expression
* a clear understanding of the role as a soloist or ensemble member.

### Sight singing

You will be assessed on your ability to demonstrate pitch and rhythmic accuracy.

### Critical appraisal

You will be assessed on your ability to demonstrate:

* understanding of performance preparation challenges and resolutions
* understanding of the technical skills required to perform the work
* understanding of successful interpretive and stylistic decisions through reflection and analysis
* understanding of their effectiveness as a soloist or ensemble member.

## Marking criteria – performance

Table 1 – marking criteria – performance

|  |  |
| --- | --- |
| Grade | Criteria |
| A | * Demonstrates highly developed technical skills showing technical fluency and facility, intonation and appropriate articulation
* Demonstrates perceptive stylistic understanding using articulation, dynamics and expressive techniques
* Demonstrates a well-developed sense of personal expression and musical sensitivity
* Demonstrates an excellent sense of solo/ensemble techniques showing an understanding of the issues of communication and balance
 |
| B | * Demonstrates accomplished technical skills showing technical fluency and facility, intonation and appropriate articulation
* Demonstrates a detailed stylistic understanding using articulation, dynamics and expressive techniques
* Demonstrates a sense of personal expression and musical sensitivity
* Demonstrates an accomplished sense of solo/ensemble techniques showing an understanding of the issues of communication and balance
 |
| C | * Demonstrates competent technical skills. Some inconsistency with maintaining fluency, facility and intonation
* Demonstrates a sense of stylistic understanding. Articulations, dynamics, expressive techniques may not be consistent
* Demonstrates a sense of musical expression and an attempt at musical sensitivity
* Demonstrates a competent yet inconsistent understanding of solo/ensemble techniques showing an understanding of the issues of communication and balance
 |
| D | * Demonstrates some basic technical skills. Frequent problems in fluency, facility and intonation
* Demonstrates a basic stylistic understanding. Articulations, dynamics, expressive techniques are inconsistent
* Demonstrates little sense of musical expression
* Demonstrates a limited awareness of solo/ensemble techniques and roles evidenced through lack of understanding of the issues of communication and balance
 |
| E | * Demonstrates very limited technical skills
* Demonstrates little evidence of stylistic understanding
* Demonstrates little or no sense of music expression
* Demonstrates little or no awareness of the role of soloist/ensemble member
 |

## Marking criteria – sight singing

Table 2 – marking criteria – sight singing

|  |  |
| --- | --- |
| Grade | Criteria |
| A | * Sings the piece with complete accuracy in both pitch and rhythm or with a slight blemish or hesitation
 |
| B | * Sings the piece mostly correctly demonstrating an ability to recover from minor inaccuracies
 |
| C | * Sings the piece with a good sense of melodic shape. There are some errors with intervals, but tonality is maintained. There are some rhythm inaccuracies but maintains metre
 |
| D | * Sings the piece with several errors in melodic shape and pitch intervals but has a vague sense of tonality. There are several rhythmic inaccuracies
 |
| E | * Sings with little sense of melodic shape or tonality. Lacks a sense of metre or has many rhythmic inaccuracies. The rhythm may be mostly correct but sung on one pitch
 |

## Marking criteria – critical appraisal

Table 3 – marking criteria – critical appraisal

|  |  |
| --- | --- |
| Grade | Criteria |
| A | * Highly developed understanding of areas of performance preparation including challenges and resolutions
* Highly developed understanding and critical assessment of technical skills for performance
* Highly developed understanding of successful interpretive and stylistic decisions through comprehensive reflection and analysis
* Highly developed understanding and recognition of effective indicators for ensemble or solo performance
 |
| B | * Detailed understanding of areas of performance preparation including challenges and resolutions
* Detailed understanding and critical assessment of technical skills for performance
* Detailed understanding of successful interpretive and stylistic decisions through detailed reflection and analysis
* Detailed understanding and recognition of effective indicators for ensemble or solo performance
 |
| C | * Competent understanding of areas of performance preparation including challenges and resolutions
* Competent understanding and critical assessment of technical skills for performance
* Competent understanding of successful interpretive and stylistic decisions through sound reflection and analysis
* Competent understanding and recognition of successful indicators for ensemble or solo performance
 |
| D | * Basic understanding of areas of performance preparation including challenges and resolutions
* Basic understanding and critical assessment of technical skills for performance
* Basic understanding of successful interpretive and stylistic decisions
* Basic understanding and recognition of effective indicators for ensemble or solo performance
 |
| E | * Limited understanding of areas of performance preparation with little understanding of challenges and resolutions
* Limited understanding and critical assessment of technical skills for performance
* Limited understanding of successful interpretive and stylistic decisions
* Limited understanding or recognition of successful indicators for ensemble or solo performance
 |

## References

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