



MOUNT ANNAN HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

FACULTY	MUSIC	COURSE	STAGE 6	YEAR	12
TASK NUMBER	3	TASK NAME	Student Choice Assessment.		
TASK WEIGHT	30%				
DATE OF NOTIFICATION	Term 1, Week 4				
DUE DATE	Term 1, Week 8, 10th June				

TASK DESCRIPTION / INSTRUCTIONS

Performance:

Students are required to perform instrument Perform one piece (solo or ensemble) on an instrument or voice. The chosen piece must represent Topic 2. Maximum performance time: 5 minutes

- A performance must be accompanied unless the work was composed to be performed unaccompanied. Accompaniments may be live or pre-recorded (students must supply and organise operation of playback equipment). In the case of pre-recorded accompaniments, the part of the student must be clearly displayed and must not be included on the recording.
- The term 'ensemble' refers to any piece presented by two or more performers that specifically demonstrates the individual student's use and understanding of ensemble skills. In ensemble performances, the student is permitted to undertake a non-solo part, provided that the musical contribution can be clearly identified in the performance.

Composition

Compose an improvisation/addition to the chosen performance piece demonstrating an understanding of harmonic, melodic and/or rhythmic features of the chosen style. This composition will be accompanied by a portfolio demonstrating background research, understanding of style, conceptual analysis, harmonic analysis and compositional decision making process. The piece of music must be a minimum of 24 bars.

Viva Voce:

Present a Viva Voce which focuses on the use of the concepts within your chosen topic.

- Prepare and present a Viva Voce in which your topic is analysed.
- Your analysis must be organised around the six concepts of Music: Tone Colour, Texture, Pitch, Duration, Structure, and Dynamics and Expressive Techniques. It is a good idea to have the sheet music ready for reference and to have a recording of the piece (by another artist) as well.
- Refer to both the sheet music and recordings in your Viva Voce.

OUTCOMES



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- **H1** - Performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble.
- **H2** - Reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied.
- **H4** - Articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles.
- **H5** - Critically evaluates and discusses performances and compositions.
- **H6** - Critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening.

FAILURE TO COMPLETE OR SUBMIT AN ASSESSMENT TASK

If you do not attend school on the Due Date of an Assessment Task to submit or complete the task in person you will be given a zero mark unless you comply with the following Assessment Guidelines:

- For Assessment Task completed at home – you must submit the assessment task before school on the next day you attend.
- For Assessment Tasks completed at school – you must report to the relevant Head Teacher before school the next day you attend and discuss when you will complete task missed or a substitute task.
- Complete a 'Misadventure Form' and provide relevant information and evidence to appeal the **zero mark** awarded. Other circumstances are outlined in the MAHS Assessment Booklet for the particular year. Evidence may include an in person medical certificate for illness or a letter outlining extenuating circumstances or other deemed reasonable reasons. An outcome of your 'Misadventure Form' will be provided by the Deputy Principal.

Students found guilty of **malpractice** which includes plagiarism will be awarded a **zero mark**. If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

As per our school Assessment Procedures outlined in the MAHS Assessment Booklet for the particular year, you must see your teacher and Head Teacher on the **first day you return** back to school. Please access our school website to access our assessment procedures for each year group and a 'misadventure form' - <https://mountannan-h.schools.nsw.gov.au/community/assessment-scedules.html>

Marking Criteria: Core Performance



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Marking Criteria	Mark: Total of
<ul style="list-style-type: none"> - Demonstrates highly-developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire - Demonstrates perceptive stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques - Performs with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style - Demonstrates a highly-developed understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble 	13 - 15
<ul style="list-style-type: none"> - Demonstrates developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire - Demonstrates stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques - Performs with a sense of personal expression, demonstrated by the use of expressive techniques and sensitivity to the chosen style - Demonstrates a developed understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance 	10 - 12
<ul style="list-style-type: none"> - Demonstrates competent technical skills. Some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation - Demonstrates a sense of stylistic understanding through performance of the chosen repertoire. The articulation and/or dynamics and/or expressive techniques may not be consistently appropriate to the chosen style - Performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style - Demonstrates a competent, although not consistent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble 	7 – 9
<ul style="list-style-type: none"> - Demonstrates some basic technical skill, although there are frequent inconsistencies in technical fluency, technical facility, and intonation - Demonstrates a basic stylistic understanding. Articulation and/or dynamics and/or expressive techniques are not consistently appropriate to the chosen style - Performs the chosen repertoire with little sense of musical expression - Demonstrates a limited awareness of the performer’s role as a soloist/ensemble member, which may be evident through lack of communication and balance in the ensemble or with the accompanist 	4 – 6
<ul style="list-style-type: none"> - Demonstrates very limited technical skills 	1 - 3



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| <ul style="list-style-type: none">- Demonstrates little evidence of stylistic understanding of the chosen style- Performs the chosen repertoire with little or no sense of musical expression- Demonstrates little or no awareness of the performer's role as a soloist/ensemble member | |
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Marking Criteria	Mark: Total of
<ul style="list-style-type: none"> - Discussion has a clear and consistent musicological focus - Demonstrates a perceptive understanding of the chosen topic - Demonstrates high level aural awareness and understanding of musical concepts and their relationship to the chosen topic - Supports the discussion with relevant musical examples 	13 - 15
<ul style="list-style-type: none"> - Discussion has a musicological focus - Demonstrates a detailed understanding of the chosen topic - Demonstrates thorough aural awareness and understanding of musical concepts and their relationship to the chosen topic - Supports the discussion with relevant musical examples 	10 - 12
<ul style="list-style-type: none"> - Discussion has a musicological focus but may be inconsistent - Demonstrates a generally sound understanding of the chosen topic although there may be some inaccuracies - Demonstrates some aural awareness and ability to discuss the use of musical concepts in the chosen topic - Presents relevant musical examples 	7 - 9
<ul style="list-style-type: none"> - Makes an attempt to provide a musicological focus in the discussion - Demonstrates basic understanding of the chosen topic - Demonstrates basic aural awareness and skill in discussing the musical concepts - Presents some musical examples 	4 - 6
<ul style="list-style-type: none"> - Discussion lacks a musicological focus - Demonstrates limited understanding of the chosen topic - Demonstrates limited aural awareness and skill in discussing the musical concepts in the repertoire studied - Uses irrelevant or inappropriate musical examples 	1 - 3



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Marking Criteria	Mark: Total of
<ul style="list-style-type: none"> - Showcases extensive knowledge of chosen compositional style. - Makes creative compositional choices to produce a sophisticated musical body of work. - Demonstrates an extensive understanding of musical notation and technology through the submission of the supporting documents. 	13 - 15
<ul style="list-style-type: none"> - Showcases great knowledge of chosen compositional style. - Makes creative compositional choices to produce a developing musical body of work. - Demonstrates a high understanding of musical notation and technology through the submission of the supporting documents. 	10 - 12
<ul style="list-style-type: none"> - Showcases knowledge of chosen compositional style. - Makes compositional choices to produce a sound musical body of work. - Demonstrates an understanding of musical notation and technology through the submission of the supporting documents. 	7 - 9
<ul style="list-style-type: none"> - Showcases some knowledge of chosen compositional style. - Makes some compositional choices to produce a basic musical body of work. - Demonstrates a basic understanding of musical notation and technology through the submission of the supporting documents. 	4 - 6
<ul style="list-style-type: none"> - Portfolio shows minimal knowledge of chosen compositional style. - Has used limited compositional choices in their portfolio. - Demonstrates limited understanding of music notation or technology. 	1 - 3