



## Year 12 Music 1

# An Instrument and its Repertoire Assessment Task 1 2024

<b>TOPIC:</b> An Instrument and its Repertoire	<b>MARKS:</b> /20	
<b>SUBMISSION REQUIREMENTS:</b> Wednesday 18 <sup>th</sup> December, Week 10, Term 4. Performance and Interview. Individual Schedule to be given to students. 1:30pm – 3pm.	<b>WEIGHTING:</b> 20%	<b>COMPONENTS:</b> <b>Performance 10%</b> <b>Aural 10%</b>

### TASK DESCRIPTION:

This task has two parts.

Part A: Students will perform a piece of music that represents the topic '**An Instrument and its Repertoire**.

The performance may be either:

1. **A Solo Work:** Ensure the piece is suitable for solo performance and highlights the capabilities of the chosen instrument.
2. **An Ensemble Work:** If performing as part of an ensemble, ensure you take on the role of the **feature performer**, showcasing your instrument as the primary focus.

The performance must not exceed **5 minutes** in length.

Part B: Interview (Aural Analysis): Immediately following their performance, students will participate in a **5-minute interview**. This will be a two-way conversation where they demonstrate their understanding of their chosen piece of music.

The interview will focus on the following areas:

1. **Knowledge of the Piece:** Students should discuss the background of their chosen work, including its composer, style, and context.
2. **Concepts of Music:** Students will explain how the concepts of music (e.g., duration, pitch, tone color, texture, structure, and expressive techniques) are used within the piece to create its character and impact.
3. **Performance Intent:** Students should articulate the purpose and message of their performance, discussing how they interpreted the work and the choices they made to convey this intent.

### OUTCOMES TO BE ASSESSED:

Core Performance

H1 - **performs** stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

H9 - **performs** as a means of self expression and communication

Aural Analysis

H4 - **articulates** an aural understanding of musical concepts and their relationships in a wide variety of musical styles

**DIRECTIONAL VERBS:**

Perform – present to an audience

Articulate – express an idea, thought, or feeling clearly and effectively in words

Core Performance Marking Criteria	Grade	Mark
<ul style="list-style-type: none"> <li>• Demonstrates highly-developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</li> <li>• Demonstrates perceptive stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques</li> <li>• <b>Performs</b> with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style</li> <li>• Demonstrates a highly-developed understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> </ul>	A	9 - 10
<ul style="list-style-type: none"> <li>• Demonstrates developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</li> <li>• Demonstrates stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques</li> <li>• <b>Performs</b> with a sense of personal expression, demonstrated by the use of expressive techniques and sensitivity to the chosen style</li> <li>• 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</li> </ul>	B	7 - 8
<ul style="list-style-type: none"> <li>• Demonstrates competent technical skills. Some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation</li> <li>• 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</li> <li>• <b>Performs</b> the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style</li> <li>• Demonstrates a competent, although not consistent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> </ul>	C	5 - 6
<ul style="list-style-type: none"> <li>• Demonstrates some basic technical skill, although there are frequent inconsistencies in technical fluency, technical facility, and intonation</li> <li>• Demonstrates a basic stylistic understanding. Articulation and/or dynamics and/or expressive techniques are not consistently appropriate to the chosen style</li> <li>• <b>Performs</b> the chosen repertoire with little sense of musical expression</li> <li>• 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</li> </ul>	D	3 - 4
<ul style="list-style-type: none"> <li>• Demonstrates very limited technical skills</li> <li>• Demonstrates little evidence of stylistic understanding of the chosen style</li> <li>• <b>Performs</b> the chosen repertoire with little or no sense of musical expression</li> <li>• Demonstrates little or no awareness of the performer's role as a soloist/ensemble member</li> </ul>	E	1 - 2

**FEEDBACK:**

**MARK:**

**RANK:**

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Aural Analysis Marking Criteria	Grade	Mark
<ul style="list-style-type: none"> <li>Provides a comprehensive and detailed explanation of the features of their chosen piece.</li> <li>Demonstrates an outstanding understanding of the concepts of music with well-supported observations and specific examples.</li> <li><b>Articulates</b> clear and well-reasoned links between performance intent and the use of musical concepts.</li> <li>Outstanding use of appropriate music terminology.</li> </ul>	A	9 - 10
<ul style="list-style-type: none"> <li>Provides a detailed explanation of the features of their chosen piece.</li> <li>Demonstrates a high level of understanding of the concepts of music with appropriate observations and examples.</li> <li><b>Articulates</b> clear and logical links between performance intent and the use of musical concepts.</li> <li>Highly competent use of music terminology.</li> </ul>	B	7 - 8
<ul style="list-style-type: none"> <li>Provides a competent explanation of the features of their chosen piece.</li> <li>Demonstrates a sound understanding of the concepts of music with some supporting examples.</li> <li><b>Articulates</b> basic and appropriate links between performance intent and the use of musical concepts.</li> <li>Sound use of music terminology.</li> </ul>	C	5 - 6
<ul style="list-style-type: none"> <li>Provides a limited explanation of the features of their chosen piece.</li> <li>Demonstrates a basic understanding of the concepts of music with generalizations and few or no supporting examples.</li> <li>Makes basic or unclear links between performance intent and the use of musical concepts.</li> <li>Limited use of music terminology.</li> </ul>	D	3 - 4
<ul style="list-style-type: none"> <li>Provides little or no explanation of the features of their chosen piece.</li> <li>Demonstrates minimal understanding of the concepts of music with unsupported or inaccurate observations.</li> <li>Makes little to no connection between performance intent and the use of musical concepts.</li> <li>Minimal or no use of music terminology.</li> </ul>	E	1 - 2

FEEDBACK:

MARK:

RANK:

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