**Stage 2 Music Performance: Solo**

**Assessment Type 2: Performance and Discussion 40%**

**Purpose**

To demonstrate skills in developing, refining and presenting a solo performance that appropriately reflects the performer’s musical skills, technique, and understanding of style and performance conventions. To discuss students’ understanding of the style, structure and conventions of their chosen repertoire and to critique the strategies used in improving and refining the performance.

**Description of assessment**

Students present:

* a solo performance as an instrumentalist and/or vocalist
* a discussion

In the solo performance, students interpret creative works and develop stage presence and skills in engaging an audience though their performance. They may perform either as a soloist or as a soloist with an accompanist, or backing musicians or backing track, minus one. Students may perform a single work or a set of works by one or more composers but they must not repeat work already presented for assessment.

In the discussion, students comment on how their understanding of the style, structure and conventions of their chosen repertoire has informed the performance and its preparation. In addition, they critique the strategies used in refining their skills, technique, and accuracy in practice and performance.

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In preparing for the assessment, students may research and select repertoire, and develop their performance through workshopping a section of the repertoire.

Possible aspects to consider are:

* The appropriateness of the repertoire in terms of technical requirements
* The level of personal engagement with the repertoire
* Access to and use of accompaniment that will best support the solo performance
* Using feedback in an informal workshop to inform the development and refinement of the performance, with reference to skill development, technique, stylistic interpretation and stage presence
* Mode of presentation of the discussion e.g. an interview, a PowerPoint or Prezi, a journal, an audio recording, a video recording, a blog/vlog.

**Assessment conditions**

Students prepare and present a solo performance of a single work or a set of works by one or more composers. The solo performance is presented to a live audience and must be recorded for assessment. The performance should be to a maximum of 6-8 minutes. A score of the music performed must be included as a reference for the assessor, using notation appropriate to the focus of the learning.

The discussion should be to a maximum of 4 minutes if oral, 800 words if written, or the equivalent in multimodal form.

**Learning Requirements**

* apply knowledge and understanding of style, structure, and conventions in performing musical works
* apply musical skills and techniques in refining and performing musical works in a solo performance
* interpret creative works and express musical ideas
* develop stage presence and skills in engaging an audience
* discuss key musical elements of their chosen repertoire

**Assessment Design Criteria**

The specific features are as follows:

**Understanding Music**

UM1 Expression of musical ideas

UM2 Application of knowledge and understanding of style, structure, and conventions

**Performing Music**

PM1 Application of musical skills in refining and presenting performances

PM2 Use of musical techniques relevant to the chosen style(s)

PM3 Stylistic interpretation, including the effectiveness of the performance

PM4 Development of stage presence and skills in engaging an audience

**Responding to Music**

RM1 Discussion of key musical elements of the chosen repertoire

RM1 Critique and evaluation of own learning within music.

Performance Standards for Stage 2 Music Performance Solo – Assessment Type 2

| - | Understanding Music | Performing Music | Responding to Music |
| --- | --- | --- | --- |
| A | Insightful and coherent expression of musical ideas.  Insightful and creative application of knowledge and understanding of style, structure, and conventions. | Focused and sustained application of musical skills in refining and presenting highly cohesive and fluent performances.  Highly accurate and proficient use of a range of musical techniques relevant to the chosen style(s).  Highly proficient stylistic interpretation and highly effective and intuitive performance.  Perceptive, responsive, and resourceful development of stage presence and skills in engaging an audience. | Perceptive and in-depth discussion of key musical elements of the chosen repertoire.  Insightful critique and evaluation of own learning within music. |
| B | Coherent expression of musical ideas, with some insights.  Mostly creative application of knowledge and understanding of styles, structure, and conventions, with some insights. | Mostly sustained application of musical skills in refining and presenting cohesive and fluent performances.  Mostly accurate and proficient use of a range of musical techniques relevant to the chosen style(s).  Proficient stylistic interpretation and effective performance.  Responsive and resourceful development of stage presence and skills in engaging an audience. | Some perceptiveness and depth in discussion of key musical elements of the chosen repertoire.  Some insight in critique and evaluation of own learning within music. |
| C | Generally coherent expression of musical ideas.  Some creativity in application of knowledge and understanding of style, structure, and conventions. | Generally sustained application of musical skills in refining and presenting performances, with some cohesion and fluency.  Generally accurate use of musical techniques relevant to the chosen style(s).  Competent stylistic interpretation and performance.  Generally responsive development of stage presence and skills in engaging an audience. | Competent discussion of key musical elements of the chosen repertoire.  Considered critique and evaluation of own learning within music. |
| D | Superficial expression of basic musical ideas.  Some application of basic knowledge of style, structure, and conventions. | Application of some basic musical skills in presenting performances, with attempted refinement.  Use of a narrow range of musical techniques, with frequent errors.  Basic stylistic interpretation and performance.  Some development of basic skills in engaging an audience. | Basic discussion of some key musical elements of the chosen repertoire.  Some description of own learning within music. |
| E | Attempted communication of a basic musical idea.  Attempted application of limited knowledge of style, structure, and/or conventions. | Attempted application of limited musical skills in presenting performances.  Attempted use of a narrow range of musical techniques, mostly with errors.  Attempted interpretation and performance.  Attempted development of basic skills in engaging an audience. | Attempted discussion of one or more key musical elements of the chosen repertoire.  Attempted description of own learning within music. |