

Stage 1 Music Implementation

Workshop Booklet

Term 3, 2017

CONTENTS

Assessment Design Criteria and Performance Standards	4
PowerPoint Slides	9
Task design using Learning Requirements	17
Stage 1 Music Advanced LAP Blank Template	18
Stage 1 Music Advanced LAP Exemplar.....	20
Stage 1 Music Advanced AT1 Task 1	21
Stage 1 Music Advanced AT1 Task 2	24
Stage 1 Music Advanced AT2 Task 1	27
Stage 1 Music Advanced AT2 Task 2	30
Stage 1 Music Advanced AT2 Task 3	31
Stage 1 Music Experience LAP Blank Template	34
Stage 1 Music Experience LAP Exemplar 1.....	36
Stage 1 Music Experience LAP Exemplar 2.....	38
Stage 1 Music Experience AT1 Task 1	40
Stage 1 Music Experience AT1 Task 2	43
Stage 1 Music Experience AT1 Task 3	46
Stage 1 Music Experience AT1 Task 4	49
Stage 1 Music Experience AT2 Task 1	52
Stage 1 Music Experience AT2 Task 2	55
Stage 1 Music Experience AT2 Task 3	58
Stage 1 Music Experience AT2 Task 4	61

Understanding Music

The specific features are as follows:

UM1 Development of knowledge and understanding of musical elements

UM2 Communication of musical ideas.

Creating Music

The specific features are as follows:

CM1 Application of knowledge and understanding of musical elements

CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works

CM3 Interpretation of musical works.

Responding to Music

The specific features are as follows:

RM1 Development of musical literacy skills

RM2 Analysis and discussion of musical works and styles

RM3 Reflection on own learning in music.

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SCHOOL ASSESSMENT

Assessment Type 1: Creative Works

For a 10-credit subject, students present at least two creative works. One of these should be a performance and one should be an arrangement or composition.

For a 20-credit subject, students present at least three creative works. At least one of these should be a performance and at least one should be an arrangement or composition.

Students explore and apply their musical understanding, skills, and techniques to develop, refine, and present their musical works.

A performance may be as a soloist, or as a member of an ensemble, or as an accompanist. Students can perform using instruments (including technology and found sounds) and/or voice. The creative works may be in a variety of styles.

A performance should be between 2 and 5 minutes.

An arrangement or composition may be notated (standard or graphic notation), a notated lead sheet, or an audio recording in digital format. An arrangement or composition should be between 1 and 3 minutes.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- understanding music
- creating music.

Assessment Type 2: Musical Literacy

For a 10-credit subject, students undertake at least one musical literacy task.

For a 20-credit subject, students undertake at least two musical literacy tasks.

The tasks should enable students to demonstrate their musical literacy skills, communicate their musical ideas, and use appropriate musical terminology.

The musical literacy tasks should be designed to develop students' ability to make informed judgments about their performances and arrangements or compositions, and reflect on their own creative work.

Musical literacy tasks could include (but are not restricted to), for example:

- aural recognition/identification (e.g. melodic or rhythmic dictation)
- sight-reading
- an analysis and discussion of style, structure, and musical elements in one or more selected works
- a reflection on the development and refinement of the students' own creative work.

A musical literacy task should be to a maximum of 650 words if written, or a maximum of 4 minutes of oral and/or multimodal.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- understanding music
- responding to music.

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student's completion of study of a subject, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- taking into account the weighting of each assessment type
- assigning a subject grade between A and E.

Board-accredited, pre-edited draft for planning only

Performance Standards for Stage 1 Music

	Understanding Music	Creating Music	Responding to Music
A	<p>Focused and sustained development of knowledge and understanding of musical elements.</p> <p>Creative and coherent communication of musical ideas.</p>	<p>Perceptive and creative application of knowledge and understanding of musical elements.</p> <p>Insightful exploration and proficient application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Accurate interpretation of musical works.</p>	<p>Focused and sustained development of musical literacy skills.</p> <p>Perceptive analysis and discussion of musical works and styles.</p> <p>Insightful reflection on own learning in music.</p>
B	<p>Mostly sustained development of knowledge and understanding of musical elements.</p> <p>Generally creative and coherent communication of musical ideas.</p>	<p>Mostly creative application of knowledge and understanding of musical elements, with some perceptiveness.</p> <p>Some insight in exploration, generally proficient application, of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Mostly accurate interpretation of musical works.</p>	<p>Mostly sustained development of musical literacy skills.</p> <p>Some perceptive analysis and discussion of musical works and styles.</p> <p>Some insight in reflection on own learning in music.</p>
C	<p>Generally competent development of knowledge and understanding of musical elements.</p> <p>Generally coherent communication of musical ideas, with some creativity.</p>	<p>Some creativity in application of knowledge and understanding of musical elements.</p> <p>Considered exploration and generally competent application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Generally accurate interpretation of musical works.</p>	<p>Competent development of musical literacy skills.</p> <p>Some analysis in discussion of musical works and styles.</p> <p>Considered reflection on own learning in music.</p>
D	<p>Some basic development of knowledge and understanding of some musical elements.</p> <p>Some communication of basic musical ideas.</p>	<p>Some application of basic knowledge of musical elements.</p> <p>Some exploration and basic application of some musical skills and/or techniques in developing or presenting creative works, with attempted refinement.</p> <p>Occasional accuracy in interpretation of musical works.</p>	<p>Development of some basic musical literacy skills.</p> <p>Some basic description of one or more musical works and/or styles.</p> <p>Some description of own learning in music.</p>

	Understanding Music	Creating Music	Responding to Music
E	<p>Attempted development of knowledge and understanding of some musical elements.</p> <p>Attempted communication of a basic musical idea.</p>	<p>Attempted application of some basic musical elements.</p> <p>Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.</p> <p>Limited accuracy in interpretation of musical works.</p>	<p>Attempted development of very basic musical literacy skills.</p> <p>Attempted description of a musical work.</p> <p>Attempted description of own learning in music.</p>

Board-accredited, pre-edited draft - Community


Stage 1 Music Implementation Workshops

Music Advanced Music Experience



Term 3, 2017




Capabilities





- literacy
- numeracy
- information and communication technology (ICT) capability
- **critical and creative thinking**
- **personal and social capability**
- **ethical understanding**
- **intercultural understanding.**

Subject Renewal



- Guiding Principles for subject renewal
 - Quality Learning
 - Engagement
 - Innovation
 - Quality Assessment
 - Manageability

Subject Renewal



Building on the principles for subject renewal:

- **Growth in capabilities**
- **Conceptual and contextual learning**
- **Transformative learning**
- **Relevant, engaging learning**
- **Collaborative learning**
- **Quality Assessment**

Subject Renewal Considerations

- Considerations and directional decisions:
 - Scope and skill development
 - Stage 1 and Stage 2 links
 - Flexibility and choice
 - Musical concepts
 - Musical skills and literacy



Structure of all SACE Subjects

Learning Requirements – summarise the knowledge, skills and understandings students are expected to develop and demonstrate through their learning in the subject

Assessment Design Criteria – are the Strands of the subject. Like a braid, they are interconnected and should be taught in an integrated way. From the strands, the CONTENT and ASSESSMENT are developed.

Specific Features – are the breakdown parts of the ADC that teachers look for as evidence that students have met the Learning Requirements. Each Specific Feature must be assessed at least once for successful completion of the subject.

Performance Standards – the rubric of 5 levels of achievement (A-B-C-D-E) where each Specific Feature is described using evaluative language.

Articulation through the subject: example

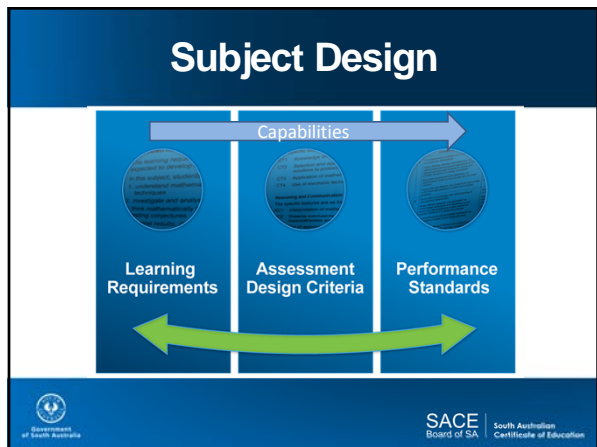
Learning Requirement 1 – develop and apply knowledge and understanding of musical elements

Assessment Design Criteria – understanding music

Specific Features UM1–development of knowledge and understanding of musical elements

Performance Standard – (A grade band)
Focused and sustained development of knowledge and understanding of musical elements

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Knowledge, Skills & Understanding

- Can be taught through the Learning Requirements

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Content

- 10 credit (one semester) and 20 credit (full year)
- Music Experience and Music Advanced remain
- Music Experience – pathways to Music Explorations, Music Performance: Ensemble and Music Performance: Solo
- Music Advanced – pathways to Music Studies, Music Explorations, Music Performance: Ensemble and Music Performance: Solo

Focus Questions

- What is challenging about the subject changes? How might these challenges be addressed?
- What opportunities do you see for renewing your teaching programs?
- What are your thoughts on using an approach based on concepts?

Assessment

- **Assessment Design Criteria**
- **Specific Features**
- **Performance Standards**




Assessment Scope and Requirements

- **10-credit subject – four assessments**
 - AT1: Creative Works
 - at least two tasks (1 performance and 1 arrangement/composition)
 - AT2: Musical Literacy
 - at least one task
- **20-credit subject – seven assessments**
 - AT1: Creative Works
 - at least three tasks (minimum 1 performance and 1 arrangement/composition)
 - AT2: Musical Literacy
 - at least two tasks



Assessment Type 1: Creative Works

AT1: Creative Works

At least 2 for a 10-credit subject (semester)

At least 3 for a 20-credit subject (full year)

ALL students in Music 'Experience' and 'Advanced' must submit at least one performance AND at least one arrangement or composition. This minimum number applies in both the 10 and 20 credit subjects.



Focus Questions



- Could any of your current tasks be adapted in an innovative way to be a Creative Works task?



Assessment Type 2: Musical Literacy




AT2: Musical Literacy
At least 1 Task for a 10-credit subject (semester)
At least 2 Tasks for a 20-credit subject (full year)

A musical literacy task should be to a maximum of 650 words if written, or a maximum of 4 minutes of oral and/or multimodal.



Focus Questions

- How do you envisage teaching musical literacy in the new subject?
- How can you integrate learning between the two assessment types?
- How much will your current tasks need to be adapted?
- What favourite resources can you share?


Learning and Assessment Plans



- Learning and Assessment Plans simplified
 - A cover sheet and the assessment overview page
 - Preapproved options available from website
 - Pre-approved LAP exemplars.
 - School developed LAPs.

Focus Questions

- How would you adapt a pre-approved LAP to suit your school?
- How can you be innovative?



Stage 2 Music Subjects 2019



Music Studies 20 credit

Music Explorations 20 credit

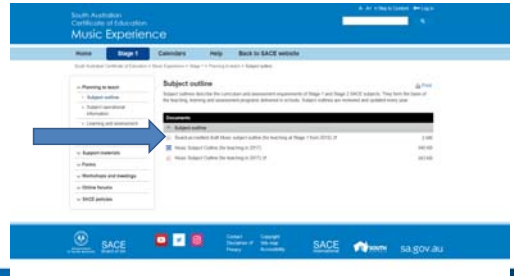
Music Performance: Solo 10 credit



Music Performance: Ensemble 10 credit

Students may study up to 40 credits in Music subjects at Stage 2 level


Stage 2 Music Subjects 2019




What's Next?

- Your planning
 - familiarise yourself with the subject outline
 - teaching program
 - learning and assessment plan
 - gathering and developing resources
 - developing new and engaging tasks

 **SACE** Board of SA South Australian Certificate of Education

**Good Luck and
Thank You for
attending!**

Term 3, 2017

 **SACE** Board of SA South Australian Certificate of Education

Designing a Task using the Learning Requirements and Key Performance Indicators of Quality Curriculum

Example: Assessment Type 1: Creative Works - Group Performance

Learning musical concepts through repertoire studied (explored and applied through the Learning Requirements).

Growth in capabilities – this underpins all the learning in the task. Focus on just 1-3 in the assessment to ensure relevance: (e.g. **Literacy** - *Developing students' musical literacy through responding to and discussing their own and others' works* and **Personal and Social Capability** – *Being responsive to other musicians*)

Learning Requirements

1. Develop and apply knowledge and understanding of musical elements –*as found within the repertoire studied – e.g.: treatment of melody: (sequence, intervals – steps and leaps, melodic contour, phrase development)* **Conceptual and contextual learning, Relevant, engaging learning**
2. Explore and apply musical skills and techniques in developing, refining, and presenting creative works – (*through practising, rehearsing and refining interpretation of the repertoire*) **Conceptual and contextual learning , Collaborative learning, Transformative learning**
3. Develop musical literacy skills (*score-reading, development of aural perception, applied theory*) **Conceptual and contextual learning, Transformative learning, Relevant, engaging learning**
4. Analyse, discuss and interpret musical works and styles (*discussion of style, and interpretation of the music in performance, collaborative discussion of structural elements, analysis of how certain elements have been manipulated by the composer, identifying melodic, rhythmic and/or harmonic patterns in the repertoire, rehearsing and performing sections of the music, listening to performance exemplars online or live*) **Conceptual and contextual learning, Collaborative learning, Transformative learning, Relevant, engaging learning**
5. Communicate musical ideas (*improvising on a theme in the repertoire, improvising a solo section, responding to others' performances of the same or similar repertoire, discussion of particular musical features in the repertoire*) **Collaborative learning, Relevant, engaging learning**
6. Reflect on own learning in music (*regular reflections throughout the period of study which highlight process and progress of learning*) **Transformative learning**

PRE-APPROVED LEARNING AND ASSESSMENT PLAN

Stage 1 Music Advanced

Pre-approved learning and assessment plans are for *school use only*.

- Teachers may make changes to the plan, retaining alignment with the subject outline.
- The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
- The plan does not need to be submitted to the SACE Board for approval.

School _____ Teacher(s) _____

SACE School Code			Year	Enrolment Code			Program Variant Code (A–W)
			2018	Stage	Subject Code	No. of Credits (10 or 20)	
				1		10	

Addendum – changes made to the pre-approved learning and assessment plan

Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:

- what changes have been made to the plan
- the rationale for making the changes
- whether these changes have been made for all students, or for individuals within the student group.

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

Signature of principal or delegate _____ Date _____

Stage 1 Music Advanced (10-credits)

Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
		UM	CM	RM	
Assessment Type 1: Creative Works (at least 2)					
Weighting %					
Assessment Type 2: Musical Literacy (at least 1)					
Weighting %					

Four assessments. Please refer to the Stage 1 Music Advanced subject outline.

Stage 1 Music Advanced (10-credits)

Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
		UM	CM	RM	
Assessment Type 1: Creative Works	Task 1 Creative work: Performance Students develop, refine and present a performance of a creative work, as a soloist, member of an ensemble, or as an accompanist. Students may perform using instruments (including technology and found sounds) and/or voice.	UM1, UM2	CM1 CM2, CM3		Live performance of two to five minutes duration.
	Task 2 Creative work: Arrangement Students demonstrate their knowledge and understanding of arranging techniques through the harmonisation and arrangement of a folk song melody for a selection of two or more instruments. The arrangement should follow the same structural pattern as the nominated melody (ternary form), including the number of bars.	UM1, UM2	CM1, CM2, CM3		An arrangement for a chamber group of at least 2 parts. The arrangement is presented using standard notation or as an audio recording of 1-3 minutes.
Assessment Type 2: Musical Literacy	Task 1 Sonata Form Students apply their understanding of sonata form and their skills in score reading to identify main themes and locate these on a score. Students submit a report that analyses and reflects on ways in which selected musical elements have been used in the creation of the chosen work.	UM1, UM2		RM1, RM2	Submission of an annotated score, and an analysis in the format of a report of a maximum of 650 words, or a maximum of 4 minutes as an oral and/or multimodal presentation
	Task 2 Reflection on Creative Work (arrangement) Students present a reflection on their learning in their own creative work, with reference to the ways in which they have used musical elements and compositional techniques to develop and refine their arrangement.	UM1, UM2		RM1, RM2 RM3	A reflection, including an annotated score or an audio recording. The reflection should be to a maximum of 4 minutes for an oral presentation, 650 words if written, or equivalent for multimodal.

Four assessments. Please refer to the Stage 1 Music subject outline.

STAGE 1 Music Advanced

Assessment Type 1: Creative Works

Task 1: Performance

Purpose

- To explore and apply your musical understanding, skills and techniques to develop, refine and present your creative work in performance.
- The performance may be as a soloist, member of an ensemble or as an accompanist. You may perform using instruments (including technology and found sounds) and / or voice.

Assessment description

This assessment provides an opportunity for you to demonstrate creative skills through performance.

Demonstrate evidence of your learning in the following ways:

- use and apply stylistically appropriate performance techniques in interpreting the creative work
- explore and apply aural perception skills and understanding of musical elements in developing and refining the performance, and in communicating musical ideas
- apply knowledge and understanding of the stylistic features of music and performance conventions as applicable to the performance
- demonstrate technical fluency, musical expression and accuracy in performance
- select and apply a considered range of techniques that reinforce the structural, thematic and stylistic integrity of the creative work.

Assessment conditions

Your performance should be:

- in front of a live audience
- 2–5 minutes duration.

The specific features being assessed are:

Understanding music

- UM1 Development of knowledge and understanding of musical elements
- UM2 Communication of musical ideas.

Creating music

- CM1 Application of knowledge and understanding of musical elements
- CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works
- CM3 Interpretation of musical works.

	Understanding Music	Creating Music	Responding to Music
A	<p>Focused and sustained development of knowledge and understanding of musical elements.</p> <p>Creative and coherent communication of musical ideas.</p>	<p>Perceptive and creative application of knowledge and understanding of musical elements.</p> <p>Insightful exploration and proficient application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Accurate interpretation of musical works.</p>	<p>Focused and sustained development of musical literacy skills.</p> <p>Perceptive analysis and discussion of musical works and styles.</p> <p>Insightful reflection on own learning in music.</p>
B	<p>Mostly sustained development of knowledge and understanding of musical elements.</p> <p>Generally creative and coherent communication of musical ideas.</p>	<p>Mostly creative application of knowledge and understanding of musical elements, with some perceptiveness.</p> <p>Some insight in exploration, generally proficient application, of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Mostly accurate interpretation of musical works.</p>	<p>Mostly sustained development of musical literacy skills.</p> <p>Some perceptive analysis and discussion of musical works and styles.</p> <p>Some insight in reflection on own learning in music.</p>
C	<p>Generally competent development of knowledge and understanding of musical elements.</p> <p>Generally coherent communication of musical ideas, with some creativity.</p>	<p>Some creativity in application of knowledge and understanding of musical elements.</p> <p>Considered exploration and generally competent application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Generally accurate interpretation of musical works.</p>	<p>Competent development of musical literacy skills.</p> <p>Some analysis in discussion of musical works and styles.</p> <p>Considered reflection on own learning in music.</p>
D	<p>Some basic development of knowledge and understanding of some musical elements.</p> <p>Some communication of basic musical ideas.</p>	<p>Some application of basic knowledge of musical elements.</p> <p>Some exploration and basic application of some musical skills and/or techniques in developing or presenting creative works, with attempted refinement.</p> <p>Occasional accuracy in interpretation of musical works.</p>	<p>Development of some basic musical literacy skills.</p> <p>Some basic description of one or more musical works and/or styles.</p> <p>Some description of own learning in music.</p>

E	<p>Attempted development of knowledge and understanding of some musical elements.</p> <p>Attempted communication of a basic musical idea.</p>	<p>Attempted application of some basic musical elements.</p> <p>Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.</p>	<p>Attempted development of very basic musical literacy skills.</p> <p>Attempted description of a musical work.</p> <p>Attempted description of own learning in music.</p>
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Stage 1 Music Advanced

Assessment Type 1: Creative Works

Task 2: Arrangement

Purpose

To explore and apply your musical understanding, skills and techniques to develop, refine, and present your creative work in an arrangement.

Assessment description

This assessment provides an opportunity for you to demonstrate your knowledge and understanding of arranging techniques. Create an arrangement of a melody (English Country Garden) for two or more parts.

Your arrangement should:

- be for a chamber group (string or jazz ensemble, piano duet, vocal ensemble, brass or wind ensemble, recorder consort, rock band, etc.)
- use the chord progressions, structure, and harmonic rhythm of the original as a guide, creating a variation of melody, rhythm, dynamics, texture and other musical elements and compositional techniques* as appropriate. If desired though, you can change some of the chords from the original version
- be in ABA ternary form – which is the original form of the theme. Remember elements* should be used to connect or relate the sections to each other
- comprise the same structure and number of bars as the original
- have a strong sense of tonality by using notes of the tonic triad, particularly, at the beginning and the end
- include appropriate use of cadence points
- should be in a key of your choice
- include transposed parts if using transposing instruments
- include tempo indications, dynamics and expression marks appropriate to the instrumentation
- be a coherent and clearly structured arrangement that contains balanced phrases within a harmonic arrangement based on the original theme
- include markings appropriate to the instrumentation, such as bowing marks, breath marks, etc.

You may present your creative work as an audio recording, use software to notate your composition, or write it by hand on staff paper.

*Such elements and compositional techniques may include dynamics, articulation marks, rhythm (augmentation, diminution, meter change, simple/compound change), melody (augmentation, diminution, retrograde, intervallic inversion, sequence), harmony, texture and tone colour.

Assessment conditions

Your arrangement should be between 1 and 3 minutes. You should submit a copy of the original melody with your arrangement. This can be in the form of notation or an audio recording.

The specific features being assessed are:

Understanding Music

UM1 Development of knowledge and understanding of musical elements

UM2 Communication of musical ideas.

Creating Music

CM1 Application of knowledge and understanding of musical elements

CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works.

CM3 Interpretation of musical works

	Understanding Music	Creating Music	Responding to Music
A	<p>Focused and sustained development of knowledge and understanding of musical elements.</p> <p>Creative and coherent communication of musical ideas.</p>	<p>Perceptive and creative application of knowledge and understanding of musical elements.</p> <p>Insightful exploration and proficient application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Accurate interpretation of musical works.</p>	<p>Focused and sustained development of musical literacy skills.</p> <p>Perceptive analysis and discussion of musical works and styles.</p> <p>Insightful reflection on own learning in music.</p>
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E	<p>Attempted development of knowledge and understanding of some musical elements.</p> <p>Attempted communication of a basic musical idea.</p>	<p>Attempted application of some basic musical elements.</p> <p>Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.</p> <p>Limited accuracy in interpretation of musical works.</p>	<p>Attempted development of very basic musical literacy skills.</p> <p>Attempted description of a musical work.</p> <p>Attempted description of own learning in music.</p>
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Stage 1 Music

Assessment Type 2: Musical Literacy

Task: Sonata Form

Purpose

- to demonstrate your understanding of sonata form
- to apply your skills in score reading and analyse the style, structure, and musical elements in a piece of music in sonata form

Read the following information:

Sonata Form: an innovation of the classical period. The form of the sonata movement is as follows:-

- A slow, impressive INTRODUCTION (often omitted).
the EXPOSITION, in which two musical subjects (themes) are used. A first vigorous subject, often using a strong rhythmic motif and notes of the tonic and/or dominant triads
A second, more lyrical subject in a related key
- The DEVELOPMENT, in which one (occasionally two) of the subjects is developed
- The RECAPITULATION, in which the original two subjects are repeated. The **difference** between the exposition and the recapitulation is that the **exposition** modulates to the **dominant key** or another related key while the **recapitulation** always modulates back to the **tonic key** to finish off the movement.
- The CODA, which means 'tail' ending, a neat finish to the movement.

Mozart's Symphony No. 40 in G minor K. 550, 1st movement

In the first movement of this symphony, there are two subjects, one in G minor and the other in Bb major. The first subject is a beautifully curved melody in octaves. From bars 17-20 Mozart uses an extended cadence. The first subject ends at bar 43; there is then a silence of one bar. The second subject starts in Bb major (related major). There is interplay between the woodwinds and strings. Bar 66 begins the closing section of the second subject. At bar 77 there is a long codetta. At bar 88 there is an extended cadence.

In the development section, Mozart developed only the G minor theme.

The two quavers and a crotchet figure at the outset of the first movement and is an important rhythmic motif used throughout. The Development is based entirely on the first subject, and modulation is constant throughout the fantasia-like development section. At bar 160, the woodwinds 'herald' the recapitulation in a beautifully elegant and smooth manner.

At bar 185 Ab is used as a pivot note that takes the recapitulation in a new direction, culminating in a dramatic coda to end the movement.

Mozart's last three symphonies were all composed in 1788, a year of tremendous creative output for Mozart. This symphony K. 550 was originally scored without clarinets, which made it sound transparent in comparison to the revised version with clarinets that Mozart later added.

Mozart was one of the first composers to incorporate clarinets in a symphony. This makes K. 550 a piece of orchestration history.

The horns are pitched in two different keys, Bb and G. This is quite unusual for the late 18th century.

The main theme is quite noticeably longer than most of Mozart's themes, and use of chromaticism is a feature.

The recapitulation adds new thematic material (bars 198-210) but it is based around the bridge material in the exposition.

Section	Material (letters indicate themes)	Key
Exposition		
Main Theme – 1 st subject	a	G minor
Bridge	a b c	G minor to Bb Major
Secondary Theme – 2 nd subject	d	Bb Major
Closing Theme	e a	Bb Major
Development	a	F# minor, several other keys and back to G minor
Recapitulation		
Main Theme	a	G minor
Bridge	a b c	G minor Eb Major, G minor
Secondary Theme	d	G minor
Closing Theme and Coda	e a	G minor

Assessment Description

With Mozart's first movement of K550 as an example, explore another movement or piece of music of your choosing, that has been composed using the structure of sonata form.

Following the score of your chosen work, locate and mark the sections, thematic material and keys as demonstrated in the table above.

Assessment conditions

Write a report that analyses how the composer has used at least two musical elements in the creation of the piece of music. Your report should be a maximum of 650 words, or a maximum of 4 minutes as an oral and/or multimodal presentation. Your annotated score should also be submitted for assessment.

The specific features being assessed are:

Understanding Music

- UM1 – development of knowledge and understanding of musical elements
- UM2 – communication of musical ideas.

Responding to Music

- RM1 – development of musical literacy skills
- RM2 - analysis and discussion of musical works and styles

Main Theme

a)

7

11 etc.

The Main Theme is written in G minor (one flat) and 4/4 time. It consists of three staves of music. The first staff contains measures 1 through 6. The second staff starts at measure 7 and continues to measure 10. The third staff starts at measure 11 and ends with a double bar line and the word 'etc.'.

Bridge

b)

f

7

The Bridge is written in G minor and 4/4 time. It consists of two staves. The first staff contains measures 1 through 6, starting with a dynamic marking of *f* and a fermata over the first note. The second staff starts at measure 7 and continues to measure 10.

Bridge second part

c)

The Bridge second part is written in G minor and 4/4 time. It consists of a single staff containing measures 1 through 7.

Subordinate theme

d)

p

etc.

The Subordinate theme is written in G minor and 4/4 time. It consists of a single staff containing measures 1 through 7, starting with a dynamic marking of *p* and ending with a double bar line and the word 'etc.'.

Closing theme

e)

sf

4 etc.

The Closing theme is written in G minor and 4/4 time. It consists of two staves. The first staff contains measures 1 through 3, starting with a dynamic marking of *sf*. The second staff starts at measure 4 and continues to measure 7, ending with a double bar line and the word 'etc.'.

Stage 1 Music Advanced

Assessment Type 2: Musical Literacy

Reflection on Creative Work (Arrangement)

Purpose

- to reflect on your learning in your own creative work
- to discuss the ways in which you have used musical elements and compositional techniques to develop your understanding of how to arrange music.

Assessment description

This assessment provides an opportunity for you to demonstrate your ability to make informed judgements about the development of your skills and learning through your arrangement.

Demonstrate evidence of your learning in the following ways:

- discuss the steps you took to develop your understanding of compositional processes and to refine your arrangement
- analyse the ways in which you used musical elements in your creative work, and cite some of the compositional techniques you have learned
- analyse the structure of your creative work and mark the main sections in an annotated score, if you created an audio recording, provide a timeline that identifies the sections
- reflect on your development and refinement of your arrangement.

Assessment conditions

Present a reflection that includes an annotated score, or an audio recording. The reflection should be to a maximum of 4 minutes for an oral presentation, 650 words if written, or the equivalent for a multimodal presentation.

The specific features being assessed are:

Understanding Music

- UM1 – development of knowledge and understanding of musical elements
- UM2 – communication of musical ideas

Responding to Music

- RM1 – development of musical literacy skills
- RM2 – analysis and discussion of musical works and styles
- RM3 – reflection on own learning in music

Stage 1 Music Assessment Type 2: Musical Literacy Task 2

Purpose: To demonstrate musical literacy through identifying and understanding musical elements.

Assessment Description: Complete the following theory activities to demonstrate your understanding of musical elements.

1. Add accidentals to create the following scales. [10]

melodic minor



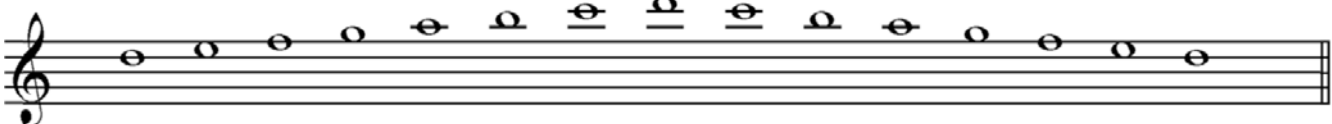
major



natural minor



harmonic minor



major



2. Identify the key of the melody below then transpose this excerpt down a major third on the staff. Add the time signature. [10]

Key: _____ [2]

3. Add alto, tenor and bass parts to this soprano melody. Write two different cadences in bars 2 and 4. [16]

4. Identify the following intervals and write and label their inversions below [8]

5. Rhythmic Dictation: Write down the rhythm that will be played to you five times. [16]

6. Give definitions for the following Italian terms: [8]

Crescendo -

Maestoso –

Legato –

Accelerando –

Adagio –

Ritenuto –

Vivace –

Piano –

The specific features being assessed are:

Understanding Music

- UM1 Understanding of structural and stylistic features of music
- UM2 Development of musical literacy skills and communication of musical ideas.

PRE-APPROVED LEARNING AND ASSESSMENT PLAN

Stage 1 Music Experience

Pre-approved learning and assessment plans are for *school use only*.

- Teachers may make changes to the plan, retaining alignment with the subject outline.
- The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
- The plan does not need to be submitted to the SACE Board for approval.

School _____ Teacher(s) _____

SACE School Code		

Year
2018

Enrolment Code			
Stage	Subject Code		No. of Credits (10 or 20)
1			10

Program Variant Code (A–W)

Addendum – changes made to the pre-approved learning and assessment plan

Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:

- what changes have been made to the plan
- the rationale for making the changes
- whether these changes have been made for all students, or for individuals within the student group.

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

Signature of principal or delegate _____ Date _____

Stage 1 Music Experience (10-credits)

Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
		UM	CM	RM	
Assessment Type 1: Creative Works (at least 2)					
Weighting %					
Assessment Type 2: Musical Literacy (at least 1)					
Weighting %					

Four assessments. Please refer to the Stage 1 Music Experience subject outline.

Stage 1 Music Experience (10-credits)

Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
		UM	CM	RM	
Assessment Type 1: Creative Works (at least 2) Weighting %	1. (--%) Arrangement Task - Students study phasing and rhythmic shift / displacement, through the study of musical works of Steve Reich. Students plan and arrange music that expresses the conventions and musical techniques employed by Minimalist composers, whilst also considering creative uses of the elements of music.	UM1 UM2	CM1 CM2		A musical score and an audio file of an arrangement that has a duration of between 1-3 minutes.
	2. (--%) Solo Performance Task – Students perform a solo work or works on their instrument or voice that reflects their particular interest in one selected genre / style or a contrasting choice of genres / styles. Students introduce their performance and may provide a brief overview of style, context and form.	UM1 UM2	CM1 CM2 CM3		A solo performance of between 2 and 5 minutes' duration, performed in front of a live audience A brief overview of style, context and form which may be either a written, oral presentation or a combination of oral and multimedia format.
Assessment Type 2: Musical Literacy (at least 1) Weighting %	3. (--%) Responding to musical works task – Students develop listening and analytical skills. Guided questions assist students in responding to musical works. Students focus on the elements of music and musical techniques / compositional devices, to develop knowledge and understanding and awareness of appropriate musical terminology. Students reflect on their learning through a series of questions.	UM1 UM2		RM1 RM2 RM3	A collection of written or oral musical responses that together, are a maximum of 650 words. A brief reflection on the learning in a written or oral format.

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
		UM	CM	RM	
	4. (--%) Describing style, context and the Elements of Music task- Students create and organise a play-list of musical works for a “trip down memory lane” radio segment. They present a script that seeks to enhance the listener’s appreciation of each piece of music. Students demonstrate their knowledge and understanding of context, style and the elements of music through the script.	UM1 UM2		RM1 RM2	<p>A 15 minute “trip down memory lane” play-list that includes a demonstration of knowledge and understanding of the style and elements of music through a script.</p> <p>This task should be a maximum of 650 words if written, or a maximum of 4 minutes of oral and/or multimodal, not including musical examples, to make a total program of 15 minutes.</p>

Four assessments. Please refer to the Stage 1 Music Experience subject outline.

Stage 1 Music Experience (10-credits)

Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
		UM	CM	RM	
Assessment Type 1: Creative Works (at least 2) Weighting %	1. (--%) Composition Task - Students compose a programmatic soundscape that incorporates and explores the use of computer on-board FX and the creative manipulation of recorded sounds through the use of computer freeware and/or extended instrument techniques.	UM2	CM2 CM3		An original music composition that has a duration of between 1 and 3 minutes. The final submission includes a score or timeline, a description of the composition, and an audio file.
	2. (--%) Ensemble Performance Task - Students perform a program of 1 or 2 musical works (from a single style / genre) in an ensemble setting in front of an audience. Students investigate the conventions of the chosen style of repertoire and present the findings. Students are individually part tested on sections of their repertoire and 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.	UM1 UM2	CM1 CM2 CM3		A written / oral / multimodal presentation, submitted prior to the performance, that investigates the conventions of the chosen style of repertoire. An ensemble performance of between 2 and 5 minutes in front of a live audience. Students are individually part tested on sections of their repertoire and individually perform their purpose made study / exercise.

Assessment Type and Weighting	Details of assessment	Assessment Design Criteria			Assessment conditions (e.g. task type, word length, time allocated, supervision)
		UM	CM	RM	
Assessment Type 2: Musical Literacy (at least 1)	3. (--%) Music terminology task – Students develop their knowledge and understanding of music terminology through the study of musical works currently being studied with their instrumental / vocal teacher. Students reflect upon their learning by comparing their musical knowledge before and after this task	UM2		RM1 RM2 RM3	A portfolio of 3-4 musical works and a recorded group discussion of a maximum of 4 minutes of oral and/or multimodal. (The chosen works may include musical works presented for performance assessments in this music course as performance of these works is not being assessed in this task.)
Weighting %	4. (--%) Identifying & Troubleshooting Technical issues task- Students work in small groups to collaborate, research, identify and resolve technical issues associated with electronic musical equipment. Students research and identify the steps to remedy faults and technical issues.	UM2		RM1 RM2	A group discussion whereby students are individually assessed on their group work, knowledge, understanding and researched findings. This literacy task should be a maximum of 650 words if written, or a maximum of 4 minutes of oral and/or multimodal.

Four assessments. Please refer to the Stage 1 Music Experience subject outline.

Stage 1 Music Experience

Assessment Type 1: Creative Works – Arrangement Task

Purpose

To study Minimalist works of Steve Reich and arrange a section of a song demonstrating use of the musical technique of phasing / rhythmic displacement whilst creatively using the musical elements of **rhythm, pitch** and **dynamics**. Students clearly identify their musical and creative intentions through a musical score and the clear use of an arrangement plan.

Description of assessment

Students familiarise themselves with phasing / rhythmic shift / rhythmic displacement through the study of Steve Reich compositions.

The aspects to take into account are:

- Creative manipulation of a section of melody and lyrics from a chosen modern day song
- Creative use of the Elements of Music – **Rhythm, Melody** through use of pitch and expression through use of **Dynamics**
- A clear plan that resembles the arranger’s musical and creative intentions and is shown within a musical score

Assessment conditions

Submission of a musical score and an audio file that is:

- representative of an understanding of the musical technique of phasing / rhythmic displacement
- shows creative use of the musical elements **Rhythm, Pitch** and **Dynamics**
- the duration of the arrangement should be 1-3 minutes

<i>Learning Requirements</i>	<i>Assessment Design Criteria</i>
<ol style="list-style-type: none"> 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 	<p>Understanding Music</p> <p>The specific features are as follows:</p> <p>UM1 Development of knowledge and understanding of musical elements</p> <p>UM2 Communication of musical ideas</p> <p>Creating Music</p> <p>The specific features are as follows:</p> <p>CM1 Application of knowledge and understanding of musical elements</p> <p>CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works</p> <p>CM3 Interpretation of musical works</p> <p>Responding to Music</p> <p>The specific features are as follows:</p> <p>RM1 Development of musical literacy skills</p> <p>RM2 Analysis and discussion of musical works and styles</p> <p>RM3 Reflection on own learning in music</p>

Performance Standards for Stage 1 Music – Experience

	Understanding Music	Creating Music	Responding to Music
A	<p>Focused and sustained development of knowledge and understanding of musical elements.</p> <p>Creative and coherent communication of musical ideas.</p>	<p>Perceptive and creative application of knowledge and understanding of musical elements.</p> <p>Insightful exploration and proficient application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Accurate interpretation of musical works.</p>	<p>Focused and sustained development of musical literacy skills.</p> <p>Perceptive analysis and discussion of musical works and styles.</p> <p>Insightful reflection on own learning in music.</p>
B	<p>Mostly sustained development of knowledge and understanding of musical elements.</p> <p>Generally creative and coherent communication of musical ideas.</p>	<p>Mostly creative application of knowledge and understanding of musical elements, with some perceptiveness.</p> <p>Some insight in exploration, generally proficient application, of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Mostly accurate interpretation of musical works.</p>	<p>Mostly sustained development of musical literacy skills.</p> <p>Some perceptive analysis and discussion of musical works and styles.</p> <p>Some insight in reflection on own learning in music.</p>
C	<p>Generally competent development of knowledge and understanding of musical elements.</p> <p>Generally coherent communication of musical ideas, with some creativity.</p>	<p>Some creativity in application of knowledge and understanding of musical elements.</p> <p>Considered exploration and generally competent application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Generally accurate interpretation of musical works.</p>	<p>Competent development of musical literacy skills.</p> <p>Some analysis in discussion of musical works and styles.</p> <p>Considered reflection on own learning in music.</p>
D	<p>Some basic development of knowledge and understanding of some musical elements.</p> <p>Some communication of basic musical ideas.</p>	<p>Some application of basic knowledge of musical elements.</p> <p>Some exploration and basic application of some musical skills and/or techniques in developing or presenting creative works, with attempted refinement.</p> <p>Occasional accuracy in interpretation of musical works.</p>	<p>Development of some basic musical literacy skills.</p> <p>Some basic description of one or more musical works and/or styles.</p> <p>Some description of own learning in music.</p>

	Understanding Music	Creating Music	Responding to Music
E	<p>Attempted development of knowledge and understanding of some musical elements.</p> <p>Attempted communication of a basic musical idea.</p>	<p>Attempted application of some basic musical elements.</p> <p>Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.</p> <p>Limited accuracy in interpretation of musical works</p>	<p>Attempted development of very basic musical literacy skills.</p> <p>Attempted description of a musical work.</p> <p>Attempted description of own learning in music.</p>

The specific SACE capabilities that underpin THIS assessment task include:

- **Literacy ✓**
- **Numeracy ✓**
- **Information and communications technology ✓**
- **Critical and creative thinking ✓**
- **Personal and social ✓**
- Ethical understanding
- **Intercultural understanding ✓**

Stage 1 Music Experience

Assessment Type 1: Creative Works - composition task

Purpose

Students acquire skills and knowledge in manipulating sounds through the use of computer assisted FX and / or extended instrument techniques that can be applied to loops, found sounds and/or acoustic and electronic musical instruments. (The definition of "extended instrument technique" for the purpose of this task is, an unconventional technique applied to a musical instrument or voice)

Description of assessment

Students compose a programmatic soundscape that is a minimum of 1 and a maximum of 3 minutes in duration.

The aspects to take into account are:

- Structure of the soundscape with a plan of intended sequence of events / sounds / FX
- Manipulation of loops or recorded found sounds with the aid of computer assisted FX and / or extended instrument techniques
(if using acoustic and/or electronic musical instruments for this task, these instruments and players should be easily accessible and able to be readily recorded within a school setting)

Assessment conditions

Students submit an original composition of a programmatic soundscape that depicts a chosen scenario. They demonstrate their ability to manipulate sounds using FX through the use of music software program/s. (Examples of freeware could include, but not be limited to; Mixx, Rosegarden, Audacity, ZynAddSubFX, Giada, Ubuntu Studio)

Students may use pre-recorded loops or found sounds / environmental sounds and / or extended musical techniques.

A score or timeline of events /print screen, description of the soundscape (oral, multimodal or written) and audio file should be included in the final submission. The duration of the composition should be between 1 and 2 minutes

<i>Learning Requirements</i>	<i>Assessment Design Criteria</i>
<ol style="list-style-type: none"> 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 	<p>Understanding Music</p> <p>The specific features are as follows:</p> <p>UM1 Development of knowledge and understanding of musical elements</p> <p>UM2 Communication of musical ideas</p> <p>Creating Music</p> <p>The specific features are as follows:</p> <p>CM1 Application of knowledge and understanding of musical elements</p> <p>CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works</p> <p>CM3 Interpretation of musical works</p> <p>Responding to Music</p> <p>The specific features are as follows:</p> <p>RM1 Development of musical literacy skills</p> <p>RM2 Analysis and discussion of musical works and styles</p> <p>RM3 Reflection on own learning in music</p>

Performance Standards for Stage 1 Music – Experience

	Understanding Music	Creating Music	Responding to Music
A	<p>Focused and sustained development of knowledge and understanding of musical elements.</p> <p>Creative and coherent communication of musical ideas.</p>	<p>Perceptive and creative application of knowledge and understanding of musical elements.</p> <p>Insightful exploration and proficient application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Accurate interpretation of musical works.</p>	<p>Focused and sustained development of musical literacy skills.</p> <p>Perceptive analysis and discussion of musical works and styles.</p> <p>Insightful reflection on own learning in music.</p>
B	<p>Mostly sustained development of knowledge and understanding of musical elements.</p> <p>Generally creative and coherent communication of musical ideas.</p>	<p>Mostly creative application of knowledge and understanding of musical elements, with some perceptiveness.</p> <p>Some insight in exploration, generally proficient application, of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Mostly accurate interpretation of musical works.</p>	<p>Mostly sustained development of musical literacy skills.</p> <p>Some perceptive analysis and discussion of musical works and styles.</p> <p>Some insight in reflection on own learning in music.</p>
C	<p>Generally competent development of knowledge and understanding of musical elements.</p> <p>Generally coherent communication of musical ideas, with some creativity.</p>	<p>Some creativity in application of knowledge and understanding of musical elements.</p> <p>Considered exploration and generally competent application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Generally accurate interpretation of musical works.</p>	<p>Competent development of musical literacy skills.</p> <p>Some analysis in discussion of musical works and styles.</p> <p>Considered reflection on own learning in music.</p>
D	<p>Some basic development of knowledge and understanding of some musical elements.</p> <p>Some communication of basic musical ideas.</p>	<p>Some application of basic knowledge of musical elements.</p> <p>Some exploration and basic application of some musical skills and/or techniques in developing or presenting creative works, with attempted refinement.</p> <p>Occasional accuracy in interpretation of musical works.</p>	<p>Development of some basic musical literacy skills.</p> <p>Some basic description of one or more musical works and/or styles.</p> <p>Some description of own learning in music.</p>

	Understanding Music	Creating Music	Responding to Music
E	<p>Attempted development of knowledge and understanding of some musical elements.</p> <p>Attempted communication of a basic musical idea.</p>	<p>Attempted application of some basic musical elements.</p> <p>Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.</p> <p>Limited accuracy in interpretation of musical works</p>	<p>Attempted development of very basic musical literacy skills.</p> <p>Attempted description of a musical work.</p> <p>Attempted description of own learning in music.</p>

The specific SACE capabilities that underpin THIS assessment task include:

- **Literacy ✓**
- **Numeracy ✓**
- **Information and communications technology ✓**
- **Critical and creative thinking ✓**
- Personal and social
- Ethical understanding
- Intercultural understanding

Stage 1 Music Experience

Assessment Type 1: Creative Works - Solo Performance Task

Purpose

To explore and develop practical music-making skills through performing a musical work or works on their instrument or voice that reflects their particular interest in one selected genre / style or a contrasting choice of genres / styles. Students are required to demonstrate evolving skills that ensure a well-considered performance.

Throughout the performance students are to demonstrate appropriate performance practice (including but not limited to stage presence, sound checking, tuning, and audience engagement).

Description of assessment

- Students perform a solo work or works on their instrument or voice that reflects their particular interest in one selected genre / style or a contrasting choice of genres / styles.
- Students are required to demonstrate and apply evolving skills that reflect a well-considered performance.
- Students introduce their performance and may provide a brief overview of style, context and form in either a written, oral presentation or a combination of oral and multimedia format.
- Students are assessed on their overall performance practice, accuracy, technique, musical expression, balance (if applicable), intonation and stylistic interpretation.

Assessment conditions

Publicly perform a solo musical work or works on their instrument / voice. Total performance (playing / singing time) should be between 2 and 5 minutes. A brief overview of style, context and form which may be either a written, oral presentation or a combination of oral and multimedia format.

<i>Learning Requirements</i>	<i>Assessment Design Criteria</i>
<ol style="list-style-type: none"> 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 	<p>Understanding Music</p> <p>The specific features are as follows:</p> <p>UM1 Development of knowledge and understanding of musical elements</p> <p>UM2 Communication of musical ideas</p> <p>Creating Music</p> <p>The specific features are as follows:</p> <p>CM1 Application of knowledge and understanding of musical elements</p> <p>CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works</p> <p>CM3 Interpretation of musical works</p> <p>Responding to Music</p> <p>The specific features are as follows:</p> <p>RM1 Development of musical literacy skills</p> <p>RM2 Analysis and discussion of musical works and styles</p> <p>RM3 Reflection on own learning in music</p>

Performance Standards for Stage 1 Music – Experience

	Understanding Music	Creating Music	Responding to Music
A	<p>Focused and sustained development of knowledge and understanding of musical elements.</p> <p>Creative and coherent communication of musical ideas.</p>	<p>Perceptive and creative application of knowledge and understanding of musical elements.</p> <p>Insightful exploration and proficient application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Accurate interpretation of musical works.</p>	<p>Focused and sustained development of musical literacy skills.</p> <p>Perceptive analysis and discussion of musical works and styles.</p> <p>Insightful reflection on own learning in music.</p>
B	<p>Mostly sustained development of knowledge and understanding of musical elements.</p> <p>Generally creative and coherent communication of musical ideas.</p>	<p>Mostly creative application of knowledge and understanding of musical elements, with some perceptiveness.</p> <p>Some insight in exploration, generally proficient application, of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Mostly accurate interpretation of musical works.</p>	<p>Mostly sustained development of musical literacy skills.</p> <p>Some perceptive analysis and discussion of musical works and styles.</p> <p>Some insight in reflection on own learning in music.</p>
C	<p>Generally competent development of knowledge and understanding of musical elements.</p> <p>Generally coherent communication of musical ideas, with some creativity.</p>	<p>Some creativity in application of knowledge and understanding of musical elements.</p> <p>Considered exploration and generally competent application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Generally accurate interpretation of musical works.</p>	<p>Competent development of musical literacy skills.</p> <p>Some analysis in discussion of musical works and styles.</p> <p>Considered reflection on own learning in music.</p>
D	<p>Some basic development of knowledge and understanding of some musical elements.</p> <p>Some communication of basic musical ideas.</p>	<p>Some application of basic knowledge of musical elements.</p> <p>Some exploration and basic application of some musical skills and/or techniques in developing or presenting creative works, with attempted refinement.</p> <p>Occasional accuracy in interpretation of musical works.</p>	<p>Development of some basic musical literacy skills.</p> <p>Some basic description of one or more musical works and/or styles.</p> <p>Some description of own learning in music.</p>

	Understanding Music	Creating Music	Responding to Music
E	<p>Attempted development of knowledge and understanding of some musical elements.</p> <p>Attempted communication of a basic musical idea.</p>	<p>Attempted application of some basic musical elements.</p> <p>Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.</p> <p>Limited accuracy in interpretation of musical works</p>	<p>Attempted development of very basic musical literacy skills.</p> <p>Attempted description of a musical work.</p> <p>Attempted description of own learning in music.</p>

The specific SACE capabilities that underpin THIS assessment task include:

- **Literacy** ✓
- **Numeracy** ✓
- **Information and communications technology** ✓
- **Critical and creative thinking** ✓
- **Personal and social** ✓
- **Ethical understanding** ✓
- **Intercultural understanding** ✓

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.

<i>Learning Requirements</i>	<i>Assessment Design Criteria</i>
<ol style="list-style-type: none"> 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 	<p>Understanding Music</p> <p>The specific features are as follows:</p> <p>UM1 Development of knowledge and understanding of musical elements</p> <p>UM2 Communication of musical ideas</p> <p>Creating Music</p> <p>The specific features are as follows:</p> <p>CM1 Application of knowledge and understanding of musical elements</p> <p>CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works</p> <p>CM3 Interpretation of musical works</p> <p>Responding to Music</p> <p>The specific features are as follows:</p> <p>RM1 Development of musical literacy skills</p> <p>RM2 Analysis and discussion of musical works and styles</p> <p>RM3 Reflection on own learning in music</p>

Performance Standards for Stage 1 Music – Experience

	Understanding Music	Creating Music	Responding to Music
A	<p>Focused and sustained development of knowledge and understanding of musical elements.</p> <p>Creative and coherent communication of musical ideas.</p>	<p>Perceptive and creative application of knowledge and understanding of musical elements.</p> <p>Insightful exploration and proficient application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Accurate interpretation of musical works.</p>	<p>Focused and sustained development of musical literacy skills.</p> <p>Perceptive analysis and discussion of musical works and styles.</p> <p>Insightful reflection on own learning in music.</p>
B	<p>Mostly sustained development of knowledge and understanding of musical elements.</p> <p>Generally creative and coherent communication of musical ideas.</p>	<p>Mostly creative application of knowledge and understanding of musical elements, with some perceptiveness.</p> <p>Some insight in exploration, generally proficient application, of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Mostly accurate interpretation of musical works.</p>	<p>Mostly sustained development of musical literacy skills.</p> <p>Some perceptive analysis and discussion of musical works and styles.</p> <p>Some insight in reflection on own learning in music.</p>
C	<p>Generally competent development of knowledge and understanding of musical elements.</p> <p>Generally coherent communication of musical ideas, with some creativity.</p>	<p>Some creativity in application of knowledge and understanding of musical elements.</p> <p>Considered exploration and generally competent application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Generally accurate interpretation of musical works.</p>	<p>Competent development of musical literacy skills.</p> <p>Some analysis in discussion of musical works and styles.</p> <p>Considered reflection on own learning in music.</p>
D	<p>Some basic development of knowledge and understanding of some musical elements.</p> <p>Some communication of basic musical ideas.</p>	<p>Some application of basic knowledge of musical elements.</p> <p>Some exploration and basic application of some musical skills and/or techniques in developing or presenting creative works, with attempted refinement.</p> <p>Occasional accuracy in interpretation of musical works.</p>	<p>Development of some basic musical literacy skills.</p> <p>Some basic description of one or more musical works and/or styles.</p> <p>Some description of own learning in music.</p>

	Understanding Music	Creating Music	Responding to Music
E	<p>Attempted development of knowledge and understanding of some musical elements.</p> <p>Attempted communication of a basic musical idea.</p>	<p>Attempted application of some basic musical elements.</p> <p>Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.</p> <p>Limited accuracy in interpretation of musical works</p>	<p>Attempted development of very basic musical literacy skills.</p> <p>Attempted description of a musical work.</p> <p>Attempted description of own learning in music.</p>

The specific SACE capabilities that underpin THIS assessment task include:

- **Literacy** ✓
- **Numeracy** ✓
- **Information and communications technology** ✓
- **Critical and creative thinking** ✓
- **Personal and social** ✓
- **Ethical understanding** ✓
- **Intercultural understanding** ✓

Stage 1 Music Experience Assessment Type 2: Musical literacy - responding to musical works Task

Purpose

To acquire skills in responding to musical works through an understanding of the elements of music and musical techniques / compositional devices.

Description of assessment

Students respond to musical works through guiding questions. They draw upon their understanding of the elements of music and musical techniques / compositional devices.

The aspects to take into account are:

- The elements of music
- Musical techniques / compositional devices
- Listening and analytical skills
- Knowledge and understanding of musical terminology
- Reflecting upon your learning

Students respond to questions* in a written or oral format. They may use full sentences, dot points, illustrations and / or a combination of all of the above. Music will be chosen from contemporary rock music.

*Questions may be selected from the QUESTIONS TO ASK and the REFLECTING ON YOUR LEARNING resources provided with this task.

Assessment conditions

Short musical responses to questions relating to selected audio excerpts. A range of musical works are selected from music the students may or may not be familiar with and will be presented to the students in an audio format. (The musical works chosen must not be a work studied in any previous SACE music task / assessment.) Students reflect on their learning in music through a series of guiding questions. This musical literacy task should be a maximum of 650 words if written, or a maximum of 4 minutes of oral and/or multimodal.

<i>Learning Requirements</i>	<i>Assessment Design Criteria</i>
<ol style="list-style-type: none"> 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 	<p>Understanding Music</p> <p>The specific features are as follows:</p> <p>UM1 Development of knowledge and understanding of musical elements</p> <p>UM2 Communication of musical ideas</p> <p>Creating Music</p> <p>The specific features are as follows:</p> <p>CM1 Application of knowledge and understanding of musical elements</p> <p>CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works</p> <p>CM3 Interpretation of musical works</p> <p>Responding to Music</p> <p>The specific features are as follows:</p> <p>RM1 Development of musical literacy skills</p> <p>RM2 Analysis and discussion of musical works and styles</p> <p>RM3 Reflection on own learning in music</p>

Performance Standards for Stage 1 Music – Experience

	Understanding Music	Creating Music	Responding to Music
A	<p>Focused and sustained development of knowledge and understanding of musical elements.</p> <p>Creative and coherent communication of musical ideas.</p>	<p>Perceptive and creative application of knowledge and understanding of musical elements.</p> <p>Insightful exploration and proficient application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Accurate interpretation of musical works.</p>	<p>Focused and sustained development of musical literacy skills.</p> <p>Perceptive analysis and discussion of musical works and styles.</p> <p>Insightful reflection on own learning in music.</p>
B	<p>Mostly sustained development of knowledge and understanding of musical elements.</p> <p>Generally creative and coherent communication of musical ideas.</p>	<p>Mostly creative application of knowledge and understanding of musical elements, with some perceptiveness.</p> <p>Some insight in exploration, generally proficient application, of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Mostly accurate interpretation of musical works.</p>	<p>Mostly sustained development of musical literacy skills.</p> <p>Some perceptive analysis and discussion of musical works and styles.</p> <p>Some insight in reflection on own learning in music.</p>
C	<p>Generally competent development of knowledge and understanding of musical elements.</p> <p>Generally coherent communication of musical ideas, with some creativity.</p>	<p>Some creativity in application of knowledge and understanding of musical elements.</p> <p>Considered exploration and generally competent application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Generally accurate interpretation of musical works.</p>	<p>Competent development of musical literacy skills.</p> <p>Some analysis in discussion of musical works and styles.</p> <p>Considered reflection on own learning in music.</p>
D	<p>Some basic development of knowledge and understanding of some musical elements.</p> <p>Some communication of basic musical ideas.</p>	<p>Some application of basic knowledge of musical elements.</p> <p>Some exploration and basic application of some musical skills and/or techniques in developing or presenting creative works, with attempted refinement.</p> <p>Occasional accuracy in interpretation of musical works.</p>	<p>Development of some basic musical literacy skills.</p> <p>Some basic description of one or more musical works and/or styles.</p> <p>Some description of own learning in music.</p>

	Understanding Music	Creating Music	Responding to Music
E	<p>Attempted development of knowledge and understanding of some musical elements.</p> <p>Attempted communication of a basic musical idea.</p>	<p>Attempted application of some basic musical elements.</p> <p>Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.</p> <p>Limited accuracy in interpretation of musical works</p>	<p>Attempted development of very basic musical literacy skills.</p> <p>Attempted description of a musical work.</p> <p>Attempted description of own learning in music.</p>

The specific SACE capabilities that underpin THIS assessment task include:

- **Literacy ✓**
- **Numeracy ✓**
- Information and communications technology
- **Critical and creative thinking ✓**
- **Personal and social ✓**
- Ethical understanding
- Intercultural understanding

Stage 1 Music Experience Assessment Type 2: Musical literacy - music terminology Task

Purpose

To acquire and further an understanding of relevant music terminology from repertoire being studied.

Description of assessment

Students create a portfolio of 3-4 musical works currently being studied with their instrumental / vocal teacher. They list and define all musical terms in the works. If there are no terms listed, students are to listen to several versions of that work and create a list of appropriate musical terminology that would feature in a score (this may include, but not be limited to expression, dynamics, articulations and tempi.) Students indicate appropriate areas in the music to add these terms to enhance the performance of the musical work/s. Students may annotate scores and present them as part of their portfolio.

Assessment conditions

Students submit their portfolio of 3-4 musical works

Students reflect verbally upon their learning by comparing their musical knowledge before and after this task in a recorded group discussion in which the teacher asks prompting questions. The portfolio may be used during this discussion to highlight the student's learning.

The musical literacy task should be a maximum of 4 minutes of oral and/or multimodal.

<i>Learning Requirements</i>	<i>Assessment Design Criteria</i>
<ol style="list-style-type: none"> 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 	<p>Understanding Music</p> <p>The specific features are as follows:</p> <p>UM1 Development of knowledge and understanding of musical elements</p> <p>UM2 Communication of musical ideas</p> <p>Creating Music</p> <p>The specific features are as follows:</p> <p>CM1 Application of knowledge and understanding of musical elements</p> <p>CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works</p> <p>CM3 Interpretation of musical works</p> <p>Responding to Music</p> <p>The specific features are as follows:</p> <p>RM1 Development of musical literacy skills</p> <p>RM2 Analysis and discussion of musical works and styles</p> <p>RM3 Reflection on own learning in music</p>

Performance Standards for Stage 1 Music – Experience

	Understanding Music	Creating Music	Responding to Music
A	<p>Focused and sustained development of knowledge and understanding of musical elements.</p> <p>Creative and coherent communication of musical ideas.</p>	<p>Perceptive and creative application of knowledge and understanding of musical elements.</p> <p>Insightful exploration and proficient application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Accurate interpretation of musical works.</p>	<p>Focused and sustained development of musical literacy skills.</p> <p>Perceptive analysis and discussion of musical works and styles.</p> <p>Insightful reflection on own learning in music.</p>
B	<p>Mostly sustained development of knowledge and understanding of musical elements.</p> <p>Generally creative and coherent communication of musical ideas.</p>	<p>Mostly creative application of knowledge and understanding of musical elements, with some perceptiveness.</p> <p>Some insight in exploration, generally proficient application, of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Mostly accurate interpretation of musical works.</p>	<p>Mostly sustained development of musical literacy skills.</p> <p>Some perceptive analysis and discussion of musical works and styles.</p> <p>Some insight in reflection on own learning in music.</p>
C	<p>Generally competent development of knowledge and understanding of musical elements.</p> <p>Generally coherent communication of musical ideas, with some creativity.</p>	<p>Some creativity in application of knowledge and understanding of musical elements.</p> <p>Considered exploration and generally competent application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Generally accurate interpretation of musical works.</p>	<p>Competent development of musical literacy skills.</p> <p>Some analysis in discussion of musical works and styles.</p> <p>Considered reflection on own learning in music.</p>
D	<p>Some basic development of knowledge and understanding of some musical elements.</p> <p>Some communication of basic musical ideas.</p>	<p>Some application of basic knowledge of musical elements.</p> <p>Some exploration and basic application of some musical skills and/or techniques in developing or presenting creative works, with attempted refinement.</p> <p>Occasional accuracy in interpretation of musical works.</p>	<p>Development of some basic musical literacy skills.</p> <p>Some basic description of one or more musical works and/or styles.</p> <p>Some description of own learning in music.</p>

	Understanding Music	Creating Music	Responding to Music
E	<p>Attempted development of knowledge and understanding of some musical elements.</p> <p>Attempted communication of a basic musical idea.</p>	<p>Attempted application of some basic musical elements.</p> <p>Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.</p> <p>Limited accuracy in interpretation of musical works</p>	<p>Attempted development of very basic musical literacy skills.</p> <p>Attempted description of a musical work.</p> <p>Attempted description of own learning in music.</p>

The specific SACE capabilities that underpin THIS assessment task include:

- **Literacy** ✓
- **Numeracy** ✓
- **Information and communications technology** ✓
- **Critical and creative thinking** ✓
- **Personal and social** ✓
- **Ethical understanding** ✓
- **Intercultural understanding** ✓

Stage 1 Music Experience

Assessment Type 2:

Musical literacy - describing style, context and the elements of music Task

Purpose

To demonstrate knowledge and understanding of musical elements, style, and context, and to apply this understanding to selected musical examples.

Description of assessment

Students create and organise a playlist for a 15-minute “trip down memory lane” radio segment. Students research their selected artists / bands and write a script to accompany the radio show. The script should seek to enhance the listener’s appreciation of each piece of music. The student should place each chosen musical work into context, (i.e. time and place) style, and comment upon no less than 3 elements of music. Throughout the entire script, students should select musical examples from at least 2 different styles, and select a variety of elements (i.e. not to limit themselves to the same three elements of music throughout).

The aspects to take into account are:

- The elements of music
- The classification of music by style and context

Assessment conditions

Completion and submission of a play-list of a selection of music for a 15 minute “trip down memory lane” radio segment. Students select and discuss at least 2 different musical styles, and a range of musical elements as applied in each musical example.

This task should be a maximum of 650 words if written, or a maximum of 4 minutes of oral and/or multimodal, not including musical examples, to make a total program of 15 minutes.

<i>Learning Requirements</i>	<i>Assessment Design Criteria</i>
<ol style="list-style-type: none"> 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 	<p>Understanding Music</p> <p>The specific features are as follows:</p> <p>UM1 Development of knowledge and understanding of musical elements</p> <p>UM2 Communication of musical ideas</p> <p>Creating Music</p> <p>The specific features are as follows:</p> <p>CM1 Application of knowledge and understanding of musical elements</p> <p>CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works</p> <p>CM3 Interpretation of musical works</p> <p>Responding to Music</p> <p>The specific features are as follows:</p> <p>RM1 Development of musical literacy skills</p> <p>RM2 Analysis and discussion of musical works and styles</p> <p>RM3 Reflection on own learning in music</p>

Performance Standards for Stage 1 Music – Experience

	Understanding Music	Creating Music	Responding to Music
A	<p>Focused and sustained development of knowledge and understanding of musical elements.</p> <p>Creative and coherent communication of musical ideas.</p>	<p>Perceptive and creative application of knowledge and understanding of musical elements.</p> <p>Insightful exploration and proficient application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Accurate interpretation of musical works.</p>	<p>Focused and sustained development of musical literacy skills.</p> <p>Perceptive analysis and discussion of musical works and styles.</p> <p>Insightful reflection on own learning in music.</p>
B	<p>Mostly sustained development of knowledge and understanding of musical elements.</p> <p>Generally creative and coherent communication of musical ideas.</p>	<p>Mostly creative application of knowledge and understanding of musical elements, with some perceptiveness.</p> <p>Some insight in exploration, generally proficient application, of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Mostly accurate interpretation of musical works.</p>	<p>Mostly sustained development of musical literacy skills.</p> <p>Some perceptive analysis and discussion of musical works and styles.</p> <p>Some insight in reflection on own learning in music.</p>
C	<p>Generally competent development of knowledge and understanding of musical elements.</p> <p>Generally coherent communication of musical ideas, with some creativity.</p>	<p>Some creativity in application of knowledge and understanding of musical elements.</p> <p>Considered exploration and generally competent application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Generally accurate interpretation of musical works.</p>	<p>Competent development of musical literacy skills.</p> <p>Some analysis in discussion of musical works and styles.</p> <p>Considered reflection on own learning in music.</p>
D	<p>Some basic development of knowledge and understanding of some musical elements.</p> <p>Some communication of basic musical ideas.</p>	<p>Some application of basic knowledge of musical elements.</p> <p>Some exploration and basic application of some musical skills and/or techniques in developing or presenting creative works, with attempted refinement.</p> <p>Occasional accuracy in interpretation of musical works.</p>	<p>Development of some basic musical literacy skills.</p> <p>Some basic description of one or more musical works and/or styles.</p> <p>Some description of own learning in music.</p>

	Understanding Music	Creating Music	Responding to Music
E	<p>Attempted development of knowledge and understanding of some musical elements.</p> <p>Attempted communication of a basic musical idea.</p>	<p>Attempted application of some basic musical elements.</p> <p>Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.</p> <p>Limited accuracy in interpretation of musical works</p>	<p>Attempted development of very basic musical literacy skills.</p> <p>Attempted description of a musical work.</p> <p>Attempted description of own learning in music.</p>

The specific SACE capabilities that underpin THIS assessment task include:

- **Literacy ✓**
- **Numeracy ✓**
- **Information and communications technology ✓**
- **Critical and creative thinking ✓**
- **Personal and social ✓**
- **Ethical understanding ✓**
- **Intercultural understanding ✓**

Stage 1 Music Experience Assessment Type 2: Musical Literacy - identifying & troubleshooting technical issues Task

Purpose

To build group collaboration skills in collectively troubleshooting technical issues with electronic musical equipment.

Description of assessment

Students work in small groups to collaborate, research, identify and resolve technical issues associated with electronic musical equipment (i.e. amps, speakers, leads, microphones, mixing desks). Students research and identify the steps to remedy faults and technical issues. (If selecting mixing desks, students should be limited to no more than 3 applications within a mixing desk (i.e. preventing feedback, balancing volumes, adding reverb.)

The aspects to take into account are:

- Group collaboration
- Finding plausible and practical solutions to technical issues

Assessment conditions

Students are assessed individually within a small group round table discussion. Students use their notes to clearly explain their role in the group and to present their findings. Each student should actively involve themselves in the discussion. Illustrations may also be used in the discussion to explain students' findings.

This literacy task should be a maximum of 650 words if written, or a maximum of 4 minutes of oral and/or multimodal.

<i>Learning Requirements</i>	<i>Assessment Design Criteria</i>
<ol style="list-style-type: none"> 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 	<p>Understanding Music</p> <p>The specific features are as follows:</p> <p>UM1 Development of knowledge and understanding of musical elements</p> <p>UM2 Communication of musical ideas</p> <p>Creating Music</p> <p>The specific features are as follows:</p> <p>CM1 Application of knowledge and understanding of musical elements</p> <p>CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works</p> <p>CM3 Interpretation of musical works</p> <p>Responding to Music</p> <p>The specific features are as follows:</p> <p>RM1 Development of musical literacy skills</p> <p>RM2 Analysis and discussion of musical works and styles</p> <p>RM3 Reflection on own learning in music</p>

Performance Standards for Stage 1 Music – Experience

	Understanding Music	Creating Music	Responding to Music
A	<p>Focused and sustained development of knowledge and understanding of musical elements.</p> <p>Creative and coherent communication of musical ideas.</p>	<p>Perceptive and creative application of knowledge and understanding of musical elements.</p> <p>Insightful exploration and proficient application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Accurate interpretation of musical works.</p>	<p>Focused and sustained development of musical literacy skills.</p> <p>Perceptive analysis and discussion of musical works and styles.</p> <p>Insightful reflection on own learning in music.</p>
B	<p>Mostly sustained development of knowledge and understanding of musical elements.</p> <p>Generally creative and coherent communication of musical ideas.</p>	<p>Mostly creative application of knowledge and understanding of musical elements, with some perceptiveness.</p> <p>Some insight in exploration, generally proficient application, of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Mostly accurate interpretation of musical works.</p>	<p>Mostly sustained development of musical literacy skills.</p> <p>Some perceptive analysis and discussion of musical works and styles.</p> <p>Some insight in reflection on own learning in music.</p>
C	<p>Generally competent development of knowledge and understanding of musical elements.</p> <p>Generally coherent communication of musical ideas, with some creativity.</p>	<p>Some creativity in application of knowledge and understanding of musical elements.</p> <p>Considered exploration and generally competent application of musical skills and techniques in developing, refining, and presenting creative works.</p> <p>Generally accurate interpretation of musical works.</p>	<p>Competent development of musical literacy skills.</p> <p>Some analysis in discussion of musical works and styles.</p> <p>Considered reflection on own learning in music.</p>
D	<p>Some basic development of knowledge and understanding of some musical elements.</p> <p>Some communication of basic musical ideas.</p>	<p>Some application of basic knowledge of musical elements.</p> <p>Some exploration and basic application of some musical skills and/or techniques in developing or presenting creative works, with attempted refinement.</p> <p>Occasional accuracy in interpretation of musical works.</p>	<p>Development of some basic musical literacy skills.</p> <p>Some basic description of one or more musical works and/or styles.</p> <p>Some description of own learning in music.</p>

	Understanding Music	Creating Music	Responding to Music
E	<p>Attempted development of knowledge and understanding of some musical elements.</p> <p>Attempted communication of a basic musical idea.</p>	<p>Attempted application of some basic musical elements.</p> <p>Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.</p> <p>Limited accuracy in interpretation of musical works</p>	<p>Attempted development of very basic musical literacy skills.</p> <p>Attempted description of a musical work.</p> <p>Attempted description of own learning in music.</p>

The specific SACE capabilities that underpin THIS assessment task include:

- **Literacy ✓**
- Numeracy
- **Information and communications technology ✓**
- **Critical and creative thinking ✓**
- **Personal and social ✓**
- **Ethical understanding ✓**
- **Intercultural understanding ✓**