**Stage 2 Music Performance: Ensemble**

**Assessment Type 1: Performance – 30%**

**Purpose**

To develop and extend practical music-making skills, through performing works collaboratively in an ensemble. Students apply their musical understanding, ensemble skills and techniques in developing, refining and presenting their creative work within an ensemble.

**Description of assessment**

Students present an ensemble performance, choosing one or more instruments (voice, acoustic, and /or electronic) as appropriate to the focus of their learning. They may perform in:

* A small ensemble of two or more performers
* An orchestra
* A band
* A choir or vocal ensemble
* A performing arts production (as a singer or instrumentalist in an ensemble)
* Any instrumental and/or vocal combination (including technology and found sounds)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Possible aspects to consider are:

* The level of shared understanding of the interpretation of the repertoire
* Using feedback from a workshop to inform the development and refinement of the performance, with reference to skill development, technique, stylistic interpretation, and responsiveness and collaboration within the ensemble

**Assessment conditions**

Students collaborate, develop, and present an ensemble performance of a single work or a set of works by one or more composers, with individual part testing of each student’s contribution to the ensemble, following the ensemble performance. The ensemble performance is presented to a live audience, and both the performance and the individual part testing must be recorded for assessment. The performance should be to a maximum of 6-8 minutes. The individual part testing should be approximately 2 minutes. A score of the music performed should be included as a reference for the assessor, using notation appropriate to the focus of the learning.

**Learning Requirements**

* apply knowledge and understanding of style, structure, and conventions in performing musical works in an ensemble
* apply musical skills and techniques in refining and performing musical works
* interpret creative works and express musical ideas
* demonstrate responsive collaboration within an ensemble

**Assessment Design Criteria**

The specific features are as follows:

**Understanding Music**

UM1 Expression of musical ideas

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

**Performing Music**

PM1 Application of musical skills in refining and presenting performances

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

PM3 Stylistic interpretation, including the effectiveness of the performance

PM4 Responsiveness and collaboration within the ensemble

Performance Standards for Stage 2 Music Performance – Ensemble: – Assessment Type 1

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