2024 VCE VET Music: Performance

Performance examination – End of year

Examination specifications

Overall conditions

The examination will be undertaken at a time, date and location to be set annually by the Victorian Curriculum and Assessment Authority (VCAA). [VCAA examination rules](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx) will apply.

Examination Advice Slips with each student’s examination start time, date and venue, along with other examination documentation, will be made available by the VCAA in Term 3 as a VASS download.

Students presenting for assessment will have a maximum of 30 minutes in the examination room, immediately prior to the examination, to set up and/or complete any required warm-up activities and/or sound checks.

Performances must not exceed the following maximum lengths of time:

* 25 minutes for a solo performance or for a single student presenting for assessment in a group
* 30 minutes for 2 or 3 students presenting for assessment in a group
* 35 minutes for 4 or 5 students presenting for assessment in a group
* 45 minutes for 6 students presenting for assessment in a group (maximum)

If the performance is still in progress when the maximum length of time has been reached, the assessors will stop the performance.

The examination will be assessed by a panel appointed by the VCAA.

The examination will contribute 50 per cent to the study score.

An audiovisual recording of all performances will be made.

Content

The VCE VET Music: Performance examination will be based on the assessment requirements and the following units of competency from Units 3 and 4.

**Compulsory units of competency**

* CUAMPF311 Develop technical skills for musical performances Release 1 20 hours
* CUAMPF412 Develop and apply stagecraft skills Release 1 70 hours

**Elective units of competency**

* CUAMPF414 Perform music as part of a group Release 1 70 hours

OR

* CUAMPF416 Perform music as a soloist Release 1 70 hours

The examination will focus on an understanding of the performance and knowledge evidence, as described in the elements and performance criteria, and the assessment conditions set out in the assessment requirements document for each unit of competency.

Foundation skills are incorporated in the performance criteria that are required for competent performance.

Performance configuration requirements

Students presenting for assessment must be enrolled in the scored component of VCE VET Music: Performance for the year in question. Each student will be assessed as stated in their VASS enrolment, either as a solo performer or as a group performer, and according to the performance configuration nominated in the examination documentation presented by the student at the examination centre immediately prior to the examination. VASS enrolments will be confirmed by teachers/trainers on a date determined annually by the VCAA.

Students may present for assessment only **once**; however, they may perform as a non-assessed accompanist/group performer in other VCE VET Music: Performance examinations **after** they have completed the examination in which they are to be assessed.

During the examination, non-assessed accompanists/group performers must contribute only in a supporting role, for example as supporting instrumentalists/vocalists, for the student(s) presenting for assessment. The performance program must be designed and performed in such a way that non-assessed accompanists/group performers do not assume anything other than a supporting role for the performance.

A student presenting for assessment in a **solo performance** must:

* be enrolled in the elective unit of competency **CUAMPF416 Perform music as a soloist**
* perform completely solo, with a pre-recorded accompaniment and/or accompanying themself, and/or with one non-assessed accompanist at a time (although the non-assessed accompanist may change throughout the performance program as required).

Non-assessed accompanists may include:

* students enrolled in the scored component of VCE VET Music: Performance (**after** they have completed the examination in which they are to be assessed) and/or VCE Music Performance and/or VCE Music Investigation and/or VCE Music Style and Composition for the year in question
* teachers/trainers
* individuals not associated with the VCE or VCE VET programs.

A student presenting for assessment in a **group performance** must:

* be enrolled in the elective unit of competency **CUAMPF414 Perform music as part of a group**
* be part of a group containing between 2 and 10 performers, of whom the maximum number of students presenting for assessment is 6, with the remaining performers being non-assessed group performers
* be identified to the assessors
* perform an obviously discernible role that allows them to clearly demonstrate their performance skills in accordance with the assessment criteria.

Non-assessed group performers may include:

* students enrolled in the scored component of VCE VET Music: Performance (**after** they have completed the examination in which they are to be assessed) and/or VCE Music Performance and/or VCE Music Investigation and/or VCE Music Style and Composition for the year in question
* a maximum of 2 teachers/trainers
* a maximum of 4 individuals who are not associated with the VCE and/or VCE VET programs.

Format

The examination will take the form of a live performance of a program of works (the ‘performance program’).

Examination conditions

Students presenting for assessment must be enrolled in the scored component of VCE VET Music: Performance for the year in question. Enrolments need to be entered into VASS by the last day of enrolment for the scored units of competency for VCE VET Units 3 and 4, which is published annually in ‘[Important Administrative Dates](https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/AdminDates.aspx)’ on the VCAA website. If an enrolment needs to be changed after this date, schools will need to contact the Student Records and Results Unit and the Project Manager, Performance, at the VCAA. Fees may apply. Enrolments cannot be updated after the Enrolment 4 date.

* Students are required to adhere to the protocols of the examination centre.
* Students presenting for assessment may not perform as non-assessed performers until they have completed the examination in which they are to be assessed.
* Students presenting for assessment may be assessed in only one examination.
* Students presenting for assessment will be assessed on all instruments (including voice) with which they perform during the examination.
* Performers may change instruments during the examination.
* There should be only one performer per musical part to ensure that the work of each student presenting for assessment can be clearly identified.
* Students enrolled in more than one performance examination for music (VCE VET Music: Performance and/or VCE Music Performance and/or VCE Music Investigation) must present a **different** performance program for each examination. That is, no work and/or arrangement may be performed in more than one performance examination.
* Students may bring into the examination room audio devices that provide backing tracks if these are to be used as part of the performance program. Recording and wi-fi functions must be disabled before entering the examination room.
* The student presenting for assessment, their accompanist or, in the case of group performers, a member of the ensemble, must activate playback of any pre-recorded accompaniment if and when required.
* Electronic mixing or adjusting of the overall sound, including tone, volume and balance, by any person other than the student(s) presenting for assessment is **not** permitted. Non-assessed accompanists/group performers may adjust the sound of their own instrument(s) (and/or technology/voice), as long as the adjustment does not alter the sound of the instrument(s) (and/or technology/voice) of the student(s) presenting for assessment.
* The sound volume during the examination must be within the limits prescribed by work health and safety (WHS) regulations as ‘safe’.
* Lighting, props or other elaborate staging will not be assessed and will not contribute to the assessment of the performance.

Performance program

Each student presenting for assessment is required to perform an artistic and cohesive performance program. The performance program must:

* include **at least** **3** contrasting works, of which **one** must be performed from memory
* comprise arrangements/orchestrations that allow the work of the student presenting for assessment to be clearly demonstrated
* facilitate demonstration of specialist performing skills
* be presented as a gig
* be authentic, dynamic, well-constructed and adhere to the information contained in the examination documentation presented by the student at the examination centre prior to the examination
* **not** include works presented in Units 3 and 4 of VCE Music Performance and/or VCE Music Investigation.

Each student presenting for assessment should demonstrate the ability to perform using **one or more** instruments (and/or technology/voice) with technical accuracy, control and flexibility, and with an understanding of the overall concept of the works in the program.

Examination documentation

Each student presenting for assessment must complete a [Performer statement](https://www.vcaa.vic.edu.au/assessment/vet-assessment/past-examinations/Pages/VCEVETMusicPerformance.aspx). This document forms part of the assessment process and, together with the Examination Advice Slip, must be presented by each student presenting for assessment at the examination centre prior to the examination. Personal identification showing the student’s full name and a clear colour photograph is also required.

The Performer statement requires students to:

* state their nominated instrument(s) (and/or technology/voice), market focus, performance configuration (solo or group) and information relating to the works being presented
* describe their area of specialisation, the market appropriate for the program being presented, and the stylistic focus of the performance.

The Examination Advice Slip verifies the student’s enrolment in the scored component of VCE VET Music: Performance.

Assessment criteria

Each student will be assessed on the extent to which their live performance demonstrates accomplishment of the assessment criteria. In this context, the term ‘extent’ refers to the degree to which a student meets the requirements of each criterion and the degree of difficulty involved in meeting each criterion.

Criteria will be equally weighted.

Students will be assessed against the following criteria:

1. Compliance with the requirements of the examination

* at least 3 works performed
* at least one work performed from memory
* performance configuration (solo or group) and use of non-assessed accompanist(s)/group performer(s), when needed, met
* Performer statement documents completed and submitted prior to the start of the examination
* performance program performed in accordance with information contained in the Performer statement documents
* WHS principles applied appropriately in the performance

2. Skill in performing with accuracy and control

Demonstrates accuracy in and control of rhythm, pitch, articulation, timing and phrasing, and tuning, as appropriate to the instrument/technology/voice and area of specialisation

3. Skill in realising the expressiveness and versatility of instrument(s)/technology/voice throughout the performance program

Uses performance techniques such as phrasing and shaping music, maintaining a strict tempo, and artistic use of accent, crescendo, diminuendo, staccato, silence, legato, tenuto, rubato, ritardando, accelerando, pitch bending and other techniques, as appropriate to the area of specialisation

4. Ability to demonstrate variety in musical elements and conventions relevant to the area of specialisation

Demonstrates variety in the use of duration (rhythm, metre, pattern) and/or melody and harmony (scales, chords, chord progressions), and music systems relevant to the area of specialisation

5. Skill in producing a range of expressive tonal qualities relevant to the area of specialisation

Produces a range of tonal qualities that is reflective of the area of specialisation

6. Ability to demonstrate originality and innovative approaches in interpretation within the performance configuration (solo or group)

Shows creativity and skill in interpretation, and the ability to demonstrate appropriate musical nuance, an individual style of musical expression, and original and innovative approaches to stage performances relevant to the area of specialisation

7a. Solo performance – Ability to listen critically to one’s own performance and continuously adjust one’s own performance to produce the required outcomes relevant to the area of specialisation

**OR**

7b. Group performance – Ability to listen critically to the performances of others and respond, interact and collaborate appropriately, adjusting the performance to achieve required outcomes relevant to the area of specialisation

8. Skill in presenting a cohesive performance program

Presents an authentic (in relation to the area of specialisation), dynamic and well-constructed performance program with appropriate sequencing of items and appropriate choice of repertoire

9. Skill in presenting a confident performance through consistent focus and energy, and with pacing appropriate to the area of specialisation

Applies a range of personal stagecraft skills to engage audiences while presenting a suitably paced and focused performance

10. Ability to demonstrate key stagecraft skills in relation to the area of specialisation and market appropriate for the performance program

* Applies a range of stagecraft skills to present a coherent and appropriate image that enhances performances, while taking venue and performance style into account
* Effectively uses non-musical elements in performance, including movement, dramatic nuance, facial expressions, way of holding instrument(s) or equipment, and effective use of the performance space

Approved materials and equipment

An acoustic piano will be provided.

Students presenting for assessment and non-assessed accompanists/group performers must bring their own instrument(s)/technology and any other equipment normally used during a live performance, including playback equipment for pre-recorded accompaniment, PA systems, amplifiers and music stands.

Students presenting for assessment and non-assessed accompanists/group performers may use sheet music and/or other musical notation. Students may provide a copy of the sheet music and/or musical notation to the assessors upon entry to the examination room and before the examination starts.

Relevant references

The following resources should be referred to in relation to the VCE VET Music: Performance examination:

* VCE VET Music program booklet
* [*VCE VET Scored Assessment Guide*](https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/musicindustry.aspx) (published February 2021)
* VCAA Bulletin

Advice

Teachers/trainers with students unable to meet the requirements of this performance examination should contact the VCE Assessment Project Manager, Performance, for further advice: [vcaa.performance.assessments@education.vic.gov.au](mailto:vcaa.performance.assessments@education.vic.gov.au)