VCE Music Inquiry

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| **VCE MUSIC INQUIRY**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance descriptors** | | | | | |
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| **Unit 3**  **Outcome 1**  ***Perform a short work in the style of a selected work/creator from Area of Study 2 and explain how their performance relates to the selected music style and/or creator.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very Low** | **Low** | **Medium** | **High** | **Very high** |
| Performs an appropriate work/ excerpt on chosen instrument. | Performs an appropriate work/ excerpt recognisably. | Performs an appropriate work/ excerpt with accuracy and control evident at times. | Performs an appropriate work/ excerpt with accuracy and control throughout. | Performs an appropriate work/ excerpt with accuracy and control, and a clear sense of appropriate performance intention. |
| Demonstrates in performance an element or concept related to the selected music style and/or creator. | Demonstrates in performance some elements and concepts related to the selected music style and/or creator. | Demonstrates in performance interpretation of some relevant elements and concepts in performance. | Demonstrates in performance interpretation of a range of relevant elements and concepts in performance. | Demonstrates in performance interpretation of a wide range of relevant elements and concepts clearly related to the selected music style and/or creator. |
| Creates/arranges a work with a nominated influence. | Creates/arranges a work demonstrating influence of a relevant musical characteristic. | Creates/arranges a work demonstrating influence of some relevant musical characteristics. | Creates/arranges a work demonstrating influence in a range of relevant musical characteristics. | Creates/arranges a work demonstrating a wide range of musical characteristics influenced by the studied works. |
| Creates/arranges a work nominating an element or concept. | Creates/arranges a work demonstrating manipulation of a relevant element or concept. | Creates/arranges a work demonstrating manipulation of several relevant elements and/or concepts. | Creates/arranges a work demonstrating appropriate manipulation of a range of elements and concepts related to the studied works. | Creates/arranges a work demonstrating appropriate manipulation of a range of elements and concepts, resulting in a coherent musical work clearly related to the studied works. |
| Describes a technical or practical factor in relation to their composition/arrangement and performance. | Describes a technical and practical factor in their composition/arrangement and performance relevant to the studied works. | Describes influences on their composition/arrangement and performance referencing some relevant technical and practical factors. | Describes relevant technical and practical factors that affected the composition/arrangement and performance, and how they influenced choices made. | Describes technical and practical factors relating to influences, and how creative choices were made to affect the final composition/ arrangement and performance. |
| Preserves the composition/ arrangement and performance. | Preserves composition/ arrangement and performance with some relevant documentation. | Preserves composition/ arrangement and performance with documentation relevant to the studied works and the Music-making tasks. | Preserves composition/ arrangement and performance with clear documentation relating the works to the studied works. | Preserves composition/ arrangement and performance with clear and informative documentation relating the preserved works to the studied works. |

KEY to marking scale based on the outcome contributing 15 + 5 + 15 = 35 marks

Task 1: Musicmaking – performing.

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| Very Low 1–2 | Low 3–5 | Medium 6–8 | High 9–12 | Very High 13–15 |

Task 2: Explanation of influences.

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| Very Low 1 | Low 2 | Medium 3 | High 4 | Very High 5 |

Task 3: Musicmaking – creating/arranging.

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| Very Low 1–2 | Low 3–5 | Medium 6–8 | High 9–12 | Very High 13–15 |