VCE Music Repertoire performance

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| **VCE MUSIC REPERTOIRE PERFORMANCE**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance descriptors** | | | | | |
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| **Unit 3**  **Outcome 3**  ***Discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very Low** | **Low** | **Medium** | **High** | **Very high** |
| Lists some relevant music elements or concepts or compositional devices. | Uses some music terminology to identify relevant elements, concepts and/or compositional devices. | Describes use of relevant music elements, concepts and compositional devices in previously unheard music using some appropriate music terminology. | Explains the use of music elements, concepts and compositional devices in previously unheard works using appropriate music terminology. | Discusses previously unheard music in a considered way, presenting a balanced explanation of the way in which relevant elements, concepts and compositional devices are used. |
| Identifies a way in which performers (or conductors etc.) interpret a music element or concept in performance. | Uses some music terminology to identify some ways that performers manipulate elements or concepts in performance. | Describes ways in which performers interpret and manipulate music elements and concepts in performance. | Recognises similarities and differences, using appropriate music terminology, in ways music elements and concepts are manipulated by performers | Discusses the significance of similarities and differences in the manipulation of music elements and concepts by performers. |
| Identifies or recreates with instrument/voice some music language aurally. | Recreates with instrument/voice and identifies aurally some music language. | Identifies and recreates with some accuracy on instrument/voice a range of music language. | Identifies and recreates the full range of music language mostly accurately. | Identifies and recreates with consistent accuracy the full range of music language. |
| Uses some accurate symbols to notate a short music example. | Documents some short music examples in an appropriate way. | Notates some music examples with accuracy using appropriate notation. | Uses notation to document a range of music examples mostly accurately. | Notates/documents a wide range of music examples with consistent accuracy. |

KEY to marking scale based on the outcome contributing 20+20 marks

Task 1: Responses to structured questions relating to previously unheard music.

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| Very Low 1–4 | Low 5–8 | Medium 9–12 | High 13–16 | Very High 17–20 |

Task 2: Identification, recreation (on instrument or voice) and style-appropriate notation of short music examples.

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| Very Low 1–4 | Low 5–8 | Medium 9–12 | High 13–16 | Very High 17–20 |