

# Music (2023-2027)

Music repertoire performance

Margaret Arnold

# Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.



# Which instruments?

- Grounded in recreation and interpretation of notated music works
- Students may present on any instrument for which there is an established repertoire of notated works
- They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member

# Performance program

- Music styles in this study may include (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre, and classical musics outside the Western tradition (for example, Indian, Chinese)
- One work from the list of Prescribed Works
- Other own choice of works that allow them to meet examination requirements and conditions
- Can be solo or ensemble
- Must include at least one work with another live musician
- Must include a work by an Australian artist since 1990
- No specified total number of works
- Students to bring the own choice works to exam room for assessors to follow

# Planning a program of works

- What are the artistic and practical considerations when preparing for a VCE performance assessment?
- This is the first point of key knowledge in Outcome 1, and is assessed in the coursework for Unit 3
- What artistic considerations?
- What practical considerations?
- How to make a decision?
- Look at the Key knowledge and key skills
- Consider the circumstances of student and school

# Outcome 1 Key skills

- prepare and present an extended (up to 20 minutes) program of works that demonstrates a wide range of musical styles and characters
- use research to make decisions about how selected works can be interpreted, and presented in performance
- perform a program of solo and ensemble works that show control and variation of:
  - duration (*tempo, beat, metre and rhythm*) to render pulse and metre
  - tone production (*pitch, dynamics, tone colour and articulation*) to produce appropriate pitch, timbre and articulation
  - ensemble skills to align live performance with one or more other musicians to achieve balance, as well as providing and responding to real-time musical cues
  - interpretation to demonstrate an understanding of style with evidence of personal interpretative ideas.

# Outcome 2 Key skills

- describe the use of the music elements, concepts and compositional devices in works being prepared for performance
- identify the expressive and technical challenges in selected works
- research, plan and implement approaches to practice and rehearsal that address identified performance challenges and develop instrumental and presentation techniques
- demonstrate and discuss these strategies and respond to questions about performance preparation
- reflect on feedback from all sources, including self-assessment, and evaluate the effectiveness of these approaches
- demonstrate how a personal approach to expressive intentions is evident across the recital program.

# Outcome 3 Key skills

- respond to interpretation in performances and recordings:
  - *identifying, describing and comparing ways in which performers, composers, arrangers, producers and/or conductors shape interpretations through their approach to (and manipulation of) the elements of music*
  - *comparing the treatment of elements and concepts in contrasting versions of the same musical work*
  - *discussing the ways in which musical character results from interpretative decisions*



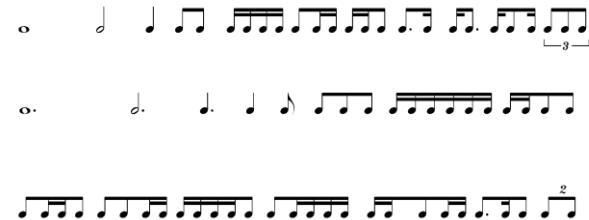
# Outcome 3 key skills continued

use music language to:

- **identify, recreate and notate** diatonic and chromatic intervals in major scales (up to three sharps or flats) within the range of an octave.
- **Identify and recreate** scales and modes including major, natural minor, melodic minor, major pentatonic, minor pentatonic, mixolydian, lydian, dorian
- **perform short, previously unseen melodic lines from notation**
- **identify and notate** melodic contours
- **notate monophonic melodic lines** with up to eight missing beats using major arpeggios, major pentatonic and diatonic major scales in keys up to three sharps and flats

**aurally identify, recreate and notate** rhythms with up to twelve missing beats in metres including 2/4, 3/4, 4/4 in simple time, 6/8, 9/8 12/8 in compound time, using rhythmic groupings outlined below, together with augmentation dots and ties:

- **recreate and notate** all triads and 7ths built on major scale degrees in keys up to three sharps and flats
- **identify and notate** using chord symbols or a harmonic grid perfect, imperfect, plagal and interrupted cadences in keys up to three sharps and flats
- **sing back and/or perform on your chosen instrument the bass line of a given chord progression presented aurally**, with up to four missing notes
- **identify up to six missing chords** in a major key chord progression, ending with a common cadence in keys up to three sharps and flats



## School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.

<p><b>Outcome 1</b></p> <p>Explain the artistic and practical considerations used to select a program of works for performance, and demonstrate a diverse range of techniques and expressive qualities through performance of works or sections of works including one work from the prescribed list intended for their final recital program and at least one ensemble work..</p>	<p>10</p>	<p>A short written/oral task explaining the process used to select a performance program, including works intended for performance in Unit 4.</p>
<p><b>Outcome 2</b></p> <p>Demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation.</p>	<p>30</p>	<p>A discussion in which materials designed to assist in the recreation of notated recital works (including both technical and expressive aspects) are explained and demonstrated.</p>
<p><b>Outcome 3</b></p> <p>Discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.</p>	<p>20</p> <p>20</p>	<p>Written responses to structured questions</p> <p>AND</p> <p>A practical demonstration of music language knowledge and skills.</p>
<p><b>Total marks</b></p>	<p>80</p>	

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
<b>Outcome 2</b>  Demonstrate and discuss techniques (technical and expressive) relevant to the performance and development of a personal interpretation of works selected for performance.	20	A discussion in which materials designed to assist in the recreation of notated recital works are explained and demonstrated.
<b>Total marks</b>	20	

# External assessment

- End-of-year performance examination:
  - *Maximum 20 minutes (one assessed performer); 25 minutes (two or three assessed performers); 30 minutes (four assessed performers); 35 minutes (five or six assessed performers)*
  - 50 per cent to study score
  - Outcome 1 - Units 3 and 4
  
- End-of-year aural and written examination:
  - *60 minutes.*
  - 20 per cent to the study score.
  - Outcome 3 - Units 3 and 4

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