

# Ensemble Performance

2013 Chief Assessor's Report



Government  
of South Australia

**SACE**  
Board of SA

# **ENSEMBLE PERFORMANCE**

## **2013 CHIEF ASSESSOR'S REPORT**

### **OVERVIEW**

Chief Assessors' reports give an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, the quality of student performance, and any relevant statistical information.

### **SCHOOL ASSESSMENT**

#### **Assessment Type 1: First Performance**

Most students performed successfully in their first performance in accordance with the approved requirements of the learning and assessment plan.

Students whose teachers provided them with a clear and concise task sheet had the opportunity to prepare adequately for this assessment.

Most students performed ensemble literature successfully and met the time requirements as specified in the subject outline.

The less successful students presented works with little, or no, written music or guidelines, making it difficult for them to achieve at the highest levels in accuracy of notes/rhythms/tempo/pulse/intonation. Students who use recorded backing tracks need to ensure that their part is not recorded on the backing track. The most successful students presented literature that enabled them to demonstrate their skills at the highest levels.

#### **Assessment Type 2: Second Performance**

The most successful students presented musical works that showed contrast in styles and demonstrated their skills against the performance standards at the highest levels. The less successful students often presented a work or works in just one style; this gave them limited opportunity to address the performance standards.

Teachers enabled their students to best demonstrate evidence of learning when the video of the performance was focused on the student being assessed and part tests were recorded and clearly labelled for each student.

## **EXTERNAL ASSESSMENT**

### **Assessment Type 3: Final Performance**

The most successful students were those who had rehearsed adequately with their ensemble.

Teachers helped their students to feel comfortable and confident by providing external markers with performance notes sheets and repertoire lists, and by preparing a program that allowed sufficient time in the allocated schedule for the assessment of each ensemble and each student's part tests.

## **OPERATIONAL ADVICE**

### *Assessment Types 1 and 2*

To assist the moderation process teachers should ensure that a student who is being assessed in an ensemble can be easily identified, and that the video evidence of the ensemble focuses on the student being assessed.

Teachers should ensure that all students undertaking this subject complete part testing on video after each ensemble performance.

Teachers who referred to the learning and assessment plan and presented well-written task sheets made the expectations clear for their students, and the evidence of performance standards clear for moderators.

Teachers are advised to organise the video files of their students by assessment type and to label all files and paperwork clearly. A folder should be created for each student by assessment type (including part tests).

Students to be assessed should be identified by one of the following methods:

- a large printed SACE registration number on a stand in front of each student
- a current photograph on the performance notes sheet
- a photograph of the full ensemble in performance positions, with the students to be assessed clearly indicated by SACE registration number.

Teachers should include a performance notes sheet with a shaded rubric for each assessment type for each student in the cohort.

## **GENERAL COMMENTS**

There was a slight increase in enrolments in Ensemble Performance in 2013. Most students successfully completed the course. Teachers who prepared their students to present assessment items in Terms 2 and 3 gave them time to reflect on feedback and to improve/refine their performance skills in readiness for the externally assessed final performance.

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