

Music — Performance Special Study

2012 Chief Assessor's Report



Government
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SACE
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MUSIC — PERFORMANCE SPECIAL STUDY

2012 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.

GENERAL COMMENTS

Students from 41 schools enrolled in this subject. The standard of instrumental or vocal work chosen and approved was generally high and required technical proficiency at an advanced level as well as mature expressiveness in the playing.

The majority of students undertaking this subject met or exceeded the demands of an often difficult chosen repertoire.

In general, students recommended to undertake this subject are those with great musical experience, understanding, and technical ability. Students who achieve at a high level demonstrate an ability to create a sustained performance of a single work or selection of thematic or syntactically linked works/songs. These students also have the ability to analyse the elements of such a musical work using the six points of style.

SCHOOL ASSESSMENT

Assessment Type 1: First Performance

Teachers who wrote clear task sheets outlining the expectations for students gave students the opportunity to prepare for their assessment.

Teachers generally gave appropriate opportunities for students to prepare and perform the required timed selection of their approved work for this assessment. Again, the choice of works varied greatly, as did the instrument chosen (including voice). Concertos, sonatas, or movements from such works were represented among the choices of the classical performers. For those with more interest in popular, music theatre, or jazz-related styles, choices were greatly varied and included thematic collections of songs, in which the theme was the composer, performer, or the style of work.

This subject is designed for students who are able to sustain musical focus and maintain technical fluency.

Assessment Type 2: Second Performance

Most students successfully performed the remaining section of their approved work for the second performance and were able to demonstrate their achievement against the performance standards, many at a very high level.

Assessment Type 3: Commentary

The most successful commentaries focused on the music and demonstrated an in-depth understanding of the structural and stylistic elements of the approved work. These commentaries considered the aspects of form, melody, rhythm, harmony, tonality, texture, dynamics, and instrumentation relevant to the work. Students presented their findings in a clear and concise manner. Students who achieved at the highest levels referred in their text to properly notated musical fragments (with the appropriate clef) and/or annotated scores.

Successful commentaries included only relevant paragraphs, which gave details about the composer of the work. The inclusion of correctly used musical terms and notation examples assisted students to successfully discuss the musical elements of their approved work.

EXTERNAL ASSESSMENT

Assessment Type 4: Final Performance

Most students understood the requirement to perform the entire approved work at the final assessment as teachers had planned the performance with their students.

The most successful performances engaged the markers and audience throughout, offering fluent, almost faultless, and musically emotional and detailed performance. This high standard was evident over the entire work, at the levels of section, phrase, and individual note.

OPERATIONAL ADVICE

Assessment Types 1, 2, and 3

Teachers should use the addendum where deviation from the approved learning and assessment plan has been necessary.

Packaging and presentation of materials for final moderation should include:

- a copy of the approved learning and assessment plan, plus addendum if required
- a disc, clearly labelled with the student and school number, containing video recordings of each student's first and second performance assessments (note that moderators only use Windows Media Player or VLC media player software); files on the disc should also be clearly labelled with the student number and the titles of works performed, and as first or second performance
- copies of the performance notes sheets for each assessment and the shaded assessment rubric
- a copy of the approval of the work

- a commentary by each individual student
- a completed 'Variation — Moderation Materials' form, if applicable.

Assessment Type 4

Please check the SACE website in Term 2 for the external assessment marking schedule.

Teachers are reminded to make contact with the listed marker to discuss final specific arrangements when they have received the letter of external assessment confirmation.

Teachers should remind students that they are required to perform their entire approved work.

All paperwork must be completed and ready for the markers before the final assessment begins, including:

- the predicted marks sheet, completed and placed in an envelope to be given to the contact marker
- one copy for each marker of the performance notes sheet, with rubric, for each student, completed with student number and name of the approved work, including a list of movements/songs
- a copy of the sheet music for each marker.

Teachers are reminded to make allowance for markers to take adequate breaks between performances, and that markers cannot discuss student performances and/or assessment decisions.

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