



Sample assessment task

Year level	9
Learning area	The Arts
Subject	Music
Title of task	Class performance/concert practice

Task details

Description of task	Students will prepare and perform to the class a piece they are currently studying in their instrumental lessons as part of a concert practice session. The repertoire needs to be selected in consultation with their instrumental teacher, and must be a piece they feel confident to perform. Any piece requiring accompaniment does not have to be performed with accompaniment on this occasion. Student/s can also perform as part of an ensemble if this is more appropriate to the context and program offered at the school.
Type of assessment	Formative and Summative
Purpose of assessment	<ul style="list-style-type: none"> To inform progression of learning To assess students' skill development at the end of a learning cycle
Assessment strategy	Performance
Evidence to be collected	<ul style="list-style-type: none"> Signed repertoire cover sheet Individual performances can be filmed to allow students to reflect on performance and discuss with their instrumental/vocal teacher
Suggested time	Each performance should take no longer than five to seven minutes.

Content description

Content from the Western Australian Curriculum	<p>Practical and performing skills Development of technical skill and control; musical expression; and consideration of relevant stylistic musical features when practising, refining and performing a variety of repertoire</p> <p>Consideration of the music practices of others to inform and shape their own music making through regular self-directed practice of performance skills and techniques</p> <p>Development of ensemble skills, working collaboratively to perform with expression, tonal control and awareness of ensemble (if performing with an ensemble)</p> <p>Response, interpretation and evaluation Use of specific criteria and given frameworks to discuss strategies to improve music making when evaluating performances and giving and receiving constructive feedback</p> <p>Development of personal opinions and musical preferences, analysing and discussing the influence of music and appreciating differing opinions and perspectives about music</p> <p>Evaluation and comparison of attitudes and practices towards the role of audience and performer, recognising that different practices and stylistic conventions can influence a performance and affect audience response and interpretation</p>
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Task preparation

Prior learning	Students have weekly lessons with an instrumental teacher and rehearse and perform regularly with vocal and instrumental ensembles. In addition, there are opportunities in class to perform on their instruments; to play their own and others' compositions, or support and reinforce aural and theory knowledge and learning. Students are required to perform a selection of pieces at the end of each semester to fulfil the performance requirements of the practical component of the course.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Assessment task

Assessment conditions	All performances will be assessed according to the following criteria: <ul style="list-style-type: none">• skills and technique: rhythm, pitch, intonation, tone, technical ability and fluency• style and expression: dynamics and expression, phrasing, melodic line, stylistic characteristics• presentation: confidence, appropriate performance practice/protocol. All students will be required to provide constructive criticism for performances of all class members, in addition to a reflection and evaluation of their own performance.
Resources	<ul style="list-style-type: none">• A copy of the repertoire and a cover sheet signed by the instrumental teacher is to be provided on the day of the performance.• All students will be given a copy of the marking key and a rubric to assist with the provision of constructive criticism for all performances.

Instructions for teacher

- Students will individually need about five to seven minutes to complete the task, with the total time required for all students to perform depending on the number of students in the class.
- The teacher will devise a performance schedule which should be given to students at least two weeks prior to the performance to allow for the instrumental teacher to approve the repertoire, sign the form and organise for availability of accompanist/s, if required.
- All students will be required to provide constructive criticism for performances of all class members, in addition to a reflection and evaluation of their own performance.
- The students can be filmed, if required, using an iPad or any other suitable device. Filming must be a single continuous shot for the duration of each performance. The angle and focus will need to be considered for each student, depending on the instrument played and the best angle to observe technique. For example, a pianist's hands need to be in view; music theatre students need to be on a wide angle shot to allow for movement. Music stands can't obscure the student or instrument, and the sound quality needs to be considered, dependent on the acoustic qualities of the venue and placement of the camera. If performing with an accompanist, the student must still be the focus, in regards to both visual and audio aspects.

Instructions to students

Year 9: Performance of prepared repertoire

You are required to prepare and perform a piece you are currently studying in your instrumental/vocal lessons as part of a concert practice session. The repertoire needs to be selected in consultation with your instrumental/vocal teacher, and must be a piece you feel confident to perform. Any piece requiring accompaniment does not have to be performed with accompaniment on this occasion. You will be scheduled a time to perform your composition to the class. Time will be allocated in class to practise your composition, and you will need to organise rehearsals with other classmates if you require them for your performance.

On the day of the performance:

- check the schedule and note your position in the order of performances
- organise any equipment (stand, microphone, amp)
- check your tuning
- remember to use appropriate performance practice/protocol/etiquette.

A copy of the repertoire and a cover sheet, provided below, is to be signed by the instrumental teacher and provided on the day of the performance.

All performances will be marked according to the following criteria:

- **technique:** technical skill, rhythm and tempo control, pitch/intonation, tonal quality and control
- **style and expression:** dynamics and expression, stylistic characteristics, melodic line and phrasing
- **presentation:** confidence, appropriate performance behaviour and engagement with the audience.

All students will be required to provide constructive criticism for performances of all class members, in addition to a reflection and evaluation of their own performance. You will be given a copy of the marking key and a rubric to assist with the provision of constructive criticism for all performances.

Name: _____ Instrument: _____

Title of piece: _____

Composer: _____

Instrumental/vocal teacher: _____

Signature: _____

Student reflection and feedback form

Performer's name _____

Instrument _____

	Excellent	Very good	Good	Needs attention
Technical skill				
Rhythm				
Tempo control				
Tonal control				
Pitch/intonation				
Dynamics				
Style and expression				
Phrasing and melodic line				
Confidence				
Appropriate performance behaviour/audience engagement				

Self-reflection

1. Which aspects of your performance were you happy with?

2. Which aspects of your performance would you like to improve?

Year 9: Performance marking key

Sample marking key			
Technique			
Criteria	Standards of Achievement	Marks	Score
Technical skill	Demonstrates limited technical skill and control, with frequent and significant lapses.	1	4
	Demonstrates inconsistent technical skill and control, with several lapses.	2	
	Demonstrates competent technical skill and control, with occasional lapses.	3	
	Demonstrates excellent technical skill and control.	4	
Rhythm and tempo control	Performs with limited rhythmic control and significant fluctuations in tempo, making considerable errors.	1	4
	Performs with inconsistent rhythm and minor fluctuations in tempo, making several errors.	2	
	Performs with competent rhythmic control, maintains a suitable tempo and recovers well from minor errors.	3	
	Performs with excellent rhythmic and tempo control.	4	
Pitch and tonal control	Performs with frequent and significant pitch and intonation errors, and frequent lapses in tonal quality and control.	1	4
	Performs with several pitch and/or intonation errors and inconsistent tonal quality and control.	2	
	Performs with mostly accurate pitch and intonation, with occasional lapses in tonal quality and control.	3	
	Performs with accurate pitch and intonation and excellent tonal quality and control.	4	
Style/ Expression			
Style and expression	Demonstrates little evidence of suitable style and expression.	1	6
	Demonstrates basic style and expression, with inconsistent application of dynamics and/or expressive techniques.	2–3	
	Demonstrates suitable style and expression, with mostly appropriate application of dynamics and expressive techniques.	4–5	
	Demonstrates effective style and expression, with appropriate application of dynamics and expressive techniques.	6	

Phrasing and melodic line	Performs with little or no attention to phrasing or melodic line.	1	4
	Performs with inconsistent phrasing and melodic line.	2	
	Performs with competent phrasing and suitable melodic line.	3	
	Performs with excellent phrasing and effective melodic line.	4	
Presentation			
Presentation	Performs with little confidence or appropriate performance behaviour, and minimal audience engagement.	1	3
	Performs in a generally confident manner, using appropriate performance behaviour in most instances, with some audience engagement.	2	
	Performs in a confident manner, consistently using appropriate performance behaviour, and engaging with the audience.	3	
Total			25