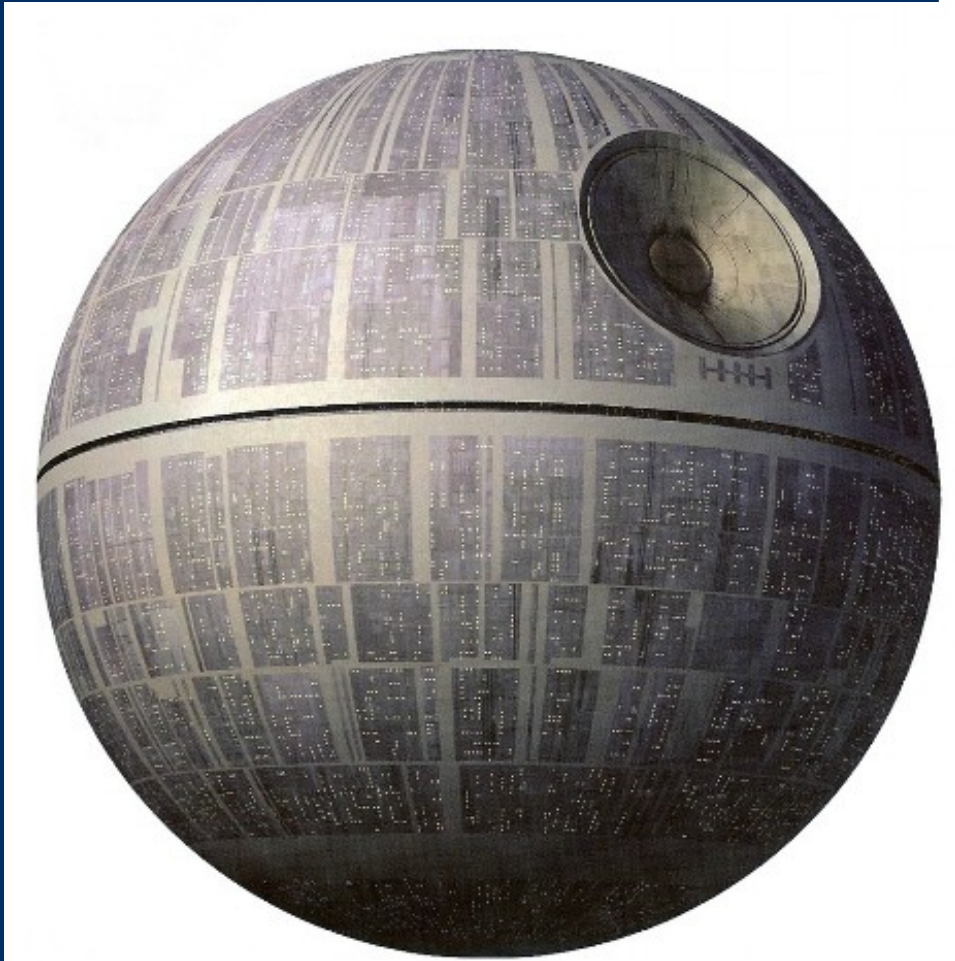


# th Star | STATE COLLEGE

Arts Faculty: Year 11 Assessment Package Semester 2

*The vision of Death Star State College is to inspire our students to reach for their dreams and to succeed, now and in the future.*

*May the force be with you.*



**Assessment Package**

**Assessment Item 2**

Kiarra Wilson  
S00086453 ACU  
EDCU417



## Death Star | STATE COLLEGE

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and to succeed, now and in the future. May the force be with you.*

### ARTS FACULTY: YEAR 11

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## RATIONALE

Students live in a world in which music has an important and pervasive presence. Senior Music offers students opportunities for personal growth and for making an ongoing contribution to the culture of their community. Through a deeper level of knowledge, understanding and active participation in music making, it is hoped that students will maintain a lifelong engagement with music as an art form and a means of creative, artistic and emotional expression. Music is a unique art form that uses sound and silence as a means of personal expression. It allows for expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in the everyday life of all cultures and societies serving social, cultural, celebratory, political and educational roles. As a powerful educative tool, with its own discrete knowledge, processes and skills, music contributes to the holistic development of the individual (Queensland Studies Authority 2013).

## SCHOOL CULTURE

Death Star State College is Prep to Year 12 Independent Co-Educational College located in Queensland. The college opened in 2005, catering for students in Prep to Year 7 with the full complement of classes through to Year 12 accomplished in 2010. Death Star State College has approximately 110 students in year 11 and 90 in year 12; overall a total of about 810 students. We are trying to increase the school connection to community and dedication to the arts as the arts are highly regarded in our district.

Our vision is to prepare our students for a global future, based upon the best traditions of independent schooling.

Our mission is to provide excellence and opportunities in education which will nurture and recognize individual talents within our caring community.

Death Star State College caters for all students with varying levels of needs, being an inclusive school where programs and procedures assist to the best of our abilities so they are able to achieve their goals. We also receive the best learning support in the classrooms from professionals for students with ADHD, Dyslexia, Visual impairments and physical impairments. We also encourage parents to be engaged to assist with excursions or carnivals help through the approved programs to lessen the school-to-home gap with students.

Living in a multicultural society, our students come from a range of backgrounds with different cultures and bilingualism. Our own school hall is decorated with posters, emblems and flags which represent the different cultures (made by our art students in 2005) to promote equity and positive student heritage.

## LEARNING CONTEXT

In semester 2, 2013, students will explore film music and musical theater. They will be given opportunities to advance their musicology as well as creating their own compositions and performances to improve their overall Musicianship. They will learn how human emotions are used to manipulate ideologies within musical styles and how they are shaped (musical elements) to promote a sought purpose.

In unit two students will be able to further expand their knowledge of how music can relate to emotion by learning about the musical theater genres. Students will also have the wonderful opportunity to experience seeing a musical theater live in the community. This purpose is to broaden the student's interest and knowledge of music and the involvement of music in the wider community.

## COURSE PREREQUISITES

Semester 2: Year 10 music minimum overall grade C or Semester 1 music Year 11 minimum overall grade C.

## MODE AND DURATION

The school semester runs for approximately 20 weeks. Each unit has been timetabled for 10 weeks per unit at three Lessons per week with the class time ranging between 65-70 minutes (dependent on what time the subject is taught at each day). Each genre for musical theater has been given one week to complete within the structure of the three lessons: Analysing Repertoire, Composing and Performing.

## COURSE OUTLINE

### Semester 2: Unit 1

#### Film Music

Length: 10 Weeks- 30 hours

#### Focus:

- Each week students will deconstruct songs related to the genre taught through the elements of music, compose for that genre and then perform a song from that genre at the end of the week.
- Students will learn how to music is used to create an intended emotional reaction from its audience
- Students will have the chance expand their composition techniques by responding to a selected video where they can choose to enhance or change the intended emotion.
- The history of film music will be explored alongside musical styles such as theme songs, how to Create a mood or atmosphere/time and place, expression emotions composed and performed to help students expand their musical experience in both theory and practice

#### *General Objectives*

##### **Composing**

- Select and apply music elements and concepts in the creation of their own works
- Demonstrate composition techniques in the creation of their own works
- Synthesise and communicate music ideas and stylistic characteristics to create their own works.

##### **Musicology**

- Perceive and interpret music elements and concepts in repertoire and music sources
- Analyse and evaluate music to determine the relationships between music elements, concepts and stylistic characteristics

#### *Learning Experiences*

- Analyse and discuss how music is used to evoke the audience by using and learning in detail about the musical elements and how they can be manipulated
- Learn how composers have used technique to bring out their intended motion for the genre of film music
- Create a composition to either change or enhance the emotions within a (teacher provided) video clip regarding the musical elements.
- Provided activities, games, workshops and worksheets to assist with: identifying and interpreting the musical elements within film music, the differentiation of stylistic character that occurs within different variations of creating film music, and the relationships between them.
- Workshop mini- in –class activities every analysis lesson using the musical elements concept cards, drawing music regarding the musical elements and reflecting in teacher orientated discussions within the classroom.

<ul style="list-style-type: none"> <li>• Synthesise findings, justify music viewpoints and communicate music ideas.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Interpret and apply music elements and concepts in performance</li> <li>• Demonstrate performance skills and techniques related to contexts</li> <li>• Synthesise and communicate music ideas and stylistic characteristics to create performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will write a musicology essay based upon a film music song used in a scene. Students will need to illustrate/justify how the composer has used the musical elements to either enhance or change the intended message for the chosen scene in the film. This will enable them to show developed skills from within the classroom to synthesise, make connections, compare and contrast relationships, style and musical elements used within film music.</li> <li>• Students will work towards the end of term to perform a film music piece for their peers at lunchtime in “Pathways” which will assist in developing a positive relationship with music and the students at the school.</li> <li>• Successfully show technique, purpose and a clear outline to their audience through the use and the interpretation of the learned musical elements</li> <li>• Workshop mini- in -class performances every performance lesson to build confidence, develop technique and put the music elements theory into practice</li> <li>• Reflect upon personal findings about performance through weekly discussions about learned music and through the final assessment for this unit. Students will continually modify and improve aspects of performance in this regard as to become a habit of self evaluation/self-checking</li> </ul>
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**Semester 2: Unit 2**

**Musical Theater**

**Length: 10 Weeks- 30 hours**

**Focus:**

- Students will learn to practice technique through performance and theory associated with the genre of musical theater. This unit will explore ways the performer can make an emotional connection to the audience, the history of musical theater, genres, performance, theory regarding composition and the further development in writing about music/musicology.
- Each week students will deconstruct songs related to the genre taught through the elements of music, compose for that genre and then perform a song from that genre at the end of the week.
- Students will learn how to effectively convey character through performance, emotions, and style through the use of musical techniques in performance.
- Students will have the chance to see a live a theatre performance in their own community, which will also broaden the sense of global music.
- Students will get the chance to perform their chosen musical theater piece at the schools yearly performance *Mozart to Metallica*.

**General Objectives**

**Composing**

- Select and apply music elements and concepts in the creation of their own works
- Demonstrate composition techniques in the creation of their own works
- Synthesise and communicate music ideas and stylistic characteristics to create their own works.

**Musicology**

- Perceive and interpret music elements and concepts in repertoire and music sources
- Analyse and evaluate music to determine the relationships between music elements, concepts and stylistic characteristics

**Learning Experiences**

- Analysis multiple works from musical theatre each analysis lesson in regards to the elements of music. Record and discuss these with music from scores and aural recordings.
- Create a composition either as recording or notated score that links to the studied genre.
- Provided activities, games, workshops and worksheets to assist in identifying stylistic characters of each taught genre within musical theatre. School Resources.
- Provided activities, games, workshops and worksheets to assist with: identifying and interpreting the musical elements within musical theatre, the differentiation of stylistic character that occurs within its underlying genres, and the relationships between them.
- Workshop mini- in –class activities every analysis lesson using the musical elements concept cards, drawing music regarding the musical elements and reflecting in teacher

<ul style="list-style-type: none"> <li>• Synthesise findings, justify music viewpoints and communicate music ideas.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Interpret and apply music elements and concepts in performance</li> <li>• Demonstrate performance skills and techniques related to contexts</li> <li>• Synthesise and communicate music ideas and stylistic characteristics to create performances.</li> </ul>	<p>orientated discussions within the classroom.</p> <ul style="list-style-type: none"> <li>• Students will write a musicology essay based upon a live performance seen within their community and a DVD musical performance. This will enable them to show developed skills from within the classroom to synthesise, make connections, compare and contrast relationships, style and musical elements used within musical theatre.</li> <li>• Students will work towards the end of term to perform for Mozart and Metallica, developing a positive community relationship with music and the school</li> <li>• Successfully show a clear message to audience through the use of emotion and the interpretation of the learned musical elements</li> <li>• Workshop mini- in -class performances every performance lesson to build confidence, develop technique and put the music elements theory into practice</li> <li>• Reflect upon personal findings about performance through weekly discussions about learned music and through the final assessment for this unit. Students will continually modify and improve aspects of performance in this regard as to become a habit of self evaluation/self-checking</li> </ul>
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## SCHEDULE

### Outline of Intended Student Learning

#### Semester 2: Unit 1, Film Music, Length: 10 weeks-

**Unit Features:** Three lessons per week at 65-70min, each lesson split up into: Analysing, composing and performing.

- Each week students will deconstruct songs related to the genre taught through the elements of music, compose for that genre and then perform a song from that genre at the end of the week.
- Students will learn how music is used to create an intended emotional reaction from its audience
- Students will have the chance expand their composition techniques by responding to a selected video where they can choose to enhance or change the intended emotion.
- The history of film music will be explored alongside musical styles such as theme songs, how to Create a mood or atmosphere/time and place, expression emotions composed and performed to help students expand their musical experience in both theory and practice.

<u><i>Week and Topics</i></u>	<u><i>Learning Experiences</i></u>	<u><i>Assessment</i></u>
<p><b>Week 1: 9/2/ 13</b></p> <ul style="list-style-type: none"> <li>• Assessment and Course Introduction, expectations, assessment, student/teacher backgrounds</li> <li>• Introduction to film music: Show Sound of music horror trailer (<i>motivator</i>) <a href="http://www.youtube.com/watch?v=-2PsNnj1ftQ">http://www.youtube.com/watch?v=-2PsNnj1ftQ</a></li> <li>• Introduction to Analysing repertoire</li> <li>• Review musical elements</li> <li>• Analyse theme songs</li> <li>• Performing analysed theme songs</li> <li>• Composition exercise work sheet on theme songs</li> <li>• Hand out composition task</li> </ul>	<p><b>Orientation</b> Identifying origins of genre and style within music</p> <ul style="list-style-type: none"> <li>• Basic foundations of music theory</li> <li>• How to analyse repertoire</li> <li>• Knowledge in the elements of music</li> <li>• Professional practice in a positive environment: students perform songs to each other that they have learnt during the week</li> </ul>	<p>Pop Quiz at the end of week on basic music theory foundations combined with 4 more advanced questions.</p> <p><b>Each lesson per week:</b></p> <p><b>Lesson 1 Monday:</b> Analysing Repertoire</p> <p><b>Lesson 2 Wednesday:</b> Composing, Aural clapping rhythm exercises to start lessons</p> <p><b>Lesson 3 Friday:</b> Performing</p> <p><i>Summative assessment based upon how well the students take upon each task for the selected genres each lesson in analysis, composing and performing.</i></p>

<p><b>Week 2: 16/ 2/ 13</b></p> <ul style="list-style-type: none"> <li>• Refresh previous week</li> <li>• The origins of film music</li> <li>• James bond theme</li> <li>• Worksheets</li> <li>• Small group composition- Theme songs (8 bars)</li> <li>• Chord progression</li> <li>• Tempo and rhythm</li> <li>• Melody- chordal notes</li> <li>• Using the theme in a scene</li> <li>• Performance of analysed songs</li> <li>• Composition task in class time</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and synthesis ideas</li> <li>• Address musical elements with a specific song</li> <li>• Music theory continued for composing</li> </ul>	
<p><b>Week 3: 23/ 2/ 13</b></p> <p><b>Evoking a time and place</b></p> <ul style="list-style-type: none"> <li>• Analysis of “The Circle of Life”</li> <li>• Musicology, Performance Assignments <ul style="list-style-type: none"> <li>--Hand out assignments</li> <li>--In class time to research film to analyse</li> <li>-- In class time for composition</li> </ul> </li> <li>• Performance of analysed songs</li> </ul> <p><b>Continued:</b></p> <ul style="list-style-type: none"> <li>• Chord progression</li> <li>• Tempo and rhythm</li> <li>• Melody- chordal notes</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn how music and its elements can be used to develop a sense of time and place</li> <li>• Students continue to work on composition theories to develop musicology</li> <li>• Students begin to develop individual research for their Musicology assignment</li> </ul> <ul style="list-style-type: none"> <li>• Identifying mood or atmosphere within music</li> </ul>	<p><b>Students must have chosen a film music song to perform by this week (provided list of possibilities).</b></p> <p><b>Composition Draft due 27/7/12</b></p>
<p><b>Week 4: 30/ 2/ 13</b></p> <p><b>Creating a mood or atmosphere</b></p> <ul style="list-style-type: none"> <li>• Analyse: Baby Elephant Walk, Symphony No.25 in G minor- first movement- Mozart,</li> <li>• Small group composition (8 bars)- Creating a mood or atmosphere</li> <li>• Performance of analysed songs, in class rehearsal practice</li> </ul> <p><b>Continued:</b></p> <ul style="list-style-type: none"> <li>• Chord progression</li> <li>• Tempo and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Music theory through composition</li> <li>• Knowledge in the elements of music</li> <li>• Understanding and self-checking upon assessment tasks and requirements</li> </ul>	<p><b>Composition Due 4/8/12</b></p>

<ul style="list-style-type: none"> <li>Melody- chordal notes</li> </ul>		
<p><b>Week 5: 6/ 3/ 13</b></p> <ul style="list-style-type: none"> <li>Analyse “Requiem, excerpt” Gyorgy Liegti from 2001: A space Odyssey on youtube.</li> <li>“Thus Spake Aarathustra, excerpt” youtube Richard Strauss</li> <li>Composing in compound time</li> <li>Performance of analysed songs</li> <li>In class time for Musicology assessment , in class rehearsal practice</li> </ul>	<ul style="list-style-type: none"> <li>Identifying mood or atmosphere within music</li> <li>Music theory through composition &amp; analysis</li> </ul>	
<p><b>Week 6: 13/ 3/ 13: Expressing emotions</b></p> <ul style="list-style-type: none"> <li>Symphony No.9, fourth movement, Ludwig Van Beethoven, youtube.</li> <li>“Prelude” Bernard Herrmann from Psycho</li> <li>In class time for Musicology assessment</li> <li>Performance of analysed songs and in class rehearsal practice</li> </ul>		<p><b>Musicology Draft Assessment Due week of 13/ 8/ 12</b></p> <p><b>Reminder: performance, musicology assessment.</b></p>
<p><b>Week 7: 20/ 3/ 13</b></p> <ul style="list-style-type: none"> <li>Musicology assessment</li> <li>Drafts returned to improve during lesson</li> <li>Class performance of any chosen song looked at so far in unit</li> </ul>	<ul style="list-style-type: none"> <li>Identifying mood or atmosphere within music</li> <li>Music theory through composition &amp; analysis</li> </ul>	<p><b>Musicology Assessment Due: 24/ 8/ 12</b></p>
<p><b>Week 8: 27/3/ 13</b></p> <ul style="list-style-type: none"> <li>Block exams</li> </ul>		
<p><b>Week 9: 3/ 4/ 12</b></p> <ul style="list-style-type: none"> <li>Composing in compound time</li> <li>Performance of analysed songs</li> <li>Drawing music workshop:</li> </ul>	<p><b>Conclusion/ Transition to next Unit</b></p> <ul style="list-style-type: none"> <li>Put into practice theatre</li> </ul>	

<p>Hans Zimmer</p> <ul style="list-style-type: none"> <li>• Keyboard notes</li> </ul>	<p>conventions such as linking emotion to words/story telling necessary for performance</p>	
<p><b>Week 10: 10/ 4/ 13</b></p> <ul style="list-style-type: none"> <li>• Fine tuning off performance assignment</li> <li>• Keyboard notes</li> <li>• Rehearse assessment</li> <li>• Students thoughts upon unit: Questionnaire.</li> </ul>		<p><b>Performance Due: 20/ 9/ 12 Lunch time</b></p> <p><b>Performance assessment performed to a live audience in schools “Pathways”.</b></p>

## Outline of Intended Student Learning

### Semester 2: Unit 2, Musical Theater, Length: 10 weeks

**Unit Features:** Three lessons per week at 65-70min, each lesson split up into: Analysing, composing and performing.

- Each week students will deconstruct songs related to the genre taught through the elements of music, compose for that genre and then perform a song from that genre at the end of the week.
- Students will learn how to effectively convey character through performance, emotions, and style through the use of musical techniques in performance.
- Students will have the chance expand their musicology by responding to a recorded musical and a live a theatre performance in their own community, which will also broaden the sense of global music.
- Styles from Opera through to contemporary musical theater will be analysed, composed and performed to help students expand their musical experience in both theory and practice.

<u><i>Week and Topics</i></u>	<u><i>Learning Experiences</i></u>	<u><i>Assessment</i></u>
<p><b>Week 1: 9/7/ 13</b></p> <ul style="list-style-type: none"> <li>• Assessment and Course Introduction</li> <li>• The origins of musical theater: Shakesphere, Opera, Operetta and Rock Opera</li> <li>• ICT musical history <a href="http://prezi.com/rbg18nxpybah/copy-of-the-musicals/">http://prezi.com/rbg18nxpybah/copy-of-the-musicals/</a></li> <li>• Performance of analysed songs</li> <li>• Musical elements in detail: expressive devices</li> </ul>	<p><b><i>Orientation</i></b> <b><i>Inform about excursion to Phantom of the Opera, costs etc.</i></b></p> <ul style="list-style-type: none"> <li>• Identifying origins of genre and style within music</li> <li>• Basic foundations of music theory</li> <li>• Knowledge in the elements of music</li> </ul>	<p>Pop Quiz at the end of each week the whole semester on basic music theory foundations (translations for specific musical terms like <i>staccato, Marcato etc</i>) combined with 4 more advanced questions.</p> <p><b>Each lesson per week:</b></p> <p><b>Lesson 1 Monday:</b> Analysing Repertoire</p> <p><b>Lesson 2 Wednesday:</b> Composing</p> <p><b>Lesson 3 Friday:</b> Performing</p> <p><i>Summative assessment based upon how well the students take upon each task for the selected genres each lesson in analysis, composing and performing.</i></p>

<p><b>Week 2: 16/ 7/ 13</b></p> <ul style="list-style-type: none"> <li>• Refresh on Opera and assessment tasks, Introduction to the golden age and the contemporary musical</li> <li>• Text- to- acting</li> <li>• Performance of analysed songs</li> <li>• Musical elements in detail: timbre</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to differentiate between different styles of contemporary musicals</li> <li>• Realise the different techniques used in each style, vocally and instrumentally</li> <li>• Put into practice theatre conventions such as linking emotion to words/story telling necessary for performance</li> </ul>	
<p><b>Week 3: 23/ 7/ 13</b></p> <ul style="list-style-type: none"> <li>• Watch half of a chosen musical movie ( rest will be watched in students own time).</li> <li>• Dance within musicals</li> <li>• Class time for composition/Musicology</li> <li>• Musical elements in detail: structure</li> <li>• Performance of analysed songs</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to manipulate the musical elements to create a different mood</li> <li>• Analyse and synthesis ideas based on a theatre analysis</li> </ul>	
<p><b>Week 4: 30/ 7/ 13</b></p> <ul style="list-style-type: none"> <li>• Sung through musicals (link to excursion).</li> <li>• Class time for composition</li> <li>• Refresh Musicology task</li> <li>• Details for excursion: Show etiquette</li> <li>• Musical elements in detail: texture</li> <li>• Performance of analysed songs</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate proper theatre etiquette while seeing a show</li> <li>• Discuss procedure for show, gage students own expectations</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Week 5: 6/ 8/ 13</b></li> <li>• In class discussion/reflection about excursion</li> <li>• Texture continued with ICT use</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying origins of genre and style within music</li> </ul>	<p><b>Excursion to theater: The Phantom of the opera (Friday outside of school hours).</b></p>

<ul style="list-style-type: none"> <li>In class time for assessment: Composition/Musicology</li> <li>Performance of analysed songs</li> </ul>		
<p><b>Week 6: 13/ 8/ 13</b></p> <ul style="list-style-type: none"> <li>Lessons dedicated to Musicology, Composition, Performance</li> <li>Performance of analysed songs</li> <li>Musical elements in detail pitch: melody</li> </ul>	<ul style="list-style-type: none"> <li>Music theory through composition</li> <li>Knowledge in the elements of music</li> </ul>	<p><b>Musicology Assessment Draft Due week of 13/ 8/ 12</b></p>
<p><b>Week 7: 20/ 8/ 13</b></p> <ul style="list-style-type: none"> <li>In Class work on Musicology and Composition task</li> <li>Performance of analysed songs</li> <li>Musical elements in detail pitch: Harmony</li> </ul>	<ul style="list-style-type: none"> <li>Understanding and self-checking upon assessment tasks and requirements</li> </ul>	<p><b>Musicology Assessment Due: 24/ 8/ 12</b></p> <p><b>Students notified of upcoming Composition assignment: 24/ 8/ 12</b></p>
<p><b>Week 8: 27/ 8/ 13</b></p> <ul style="list-style-type: none"> <li>Musical Comedy: The producers</li> <li>Adapting emotion to the setting and microphone/ICT music techniques (Manipulation of musical Elements)</li> <li>In class time for Composition</li> <li>In class time for performance assessment</li> <li>Musical elements in detail pitch: Tonality</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to use emotional experiences to convey a message through performance</li> <li>Competency in microphone techniques and basic ICT sound equipment used for shows and performance</li> <li>Recalling, memorizing, adapting, getting focused on the performance space for the upcoming performance</li> </ul>	
<p><b>Week 9: 3/ 9/ 13</b></p> <ul style="list-style-type: none"> <li>Rehearsal for performance</li> <li>In class time for composition <ul style="list-style-type: none"> <li>Continued work on Adapting emotion to the setting (Manipulation of musical Elements)</li> </ul> </li> <li>Refresh: text to acting, music to emotion</li> <li>Musical elements in detail: Duration</li> </ul>	<ul style="list-style-type: none"> <li>Sound knowledge in text to emotion to acting through music.</li> <li>Students will conduct correct theater etiquette: what to expected as a performer to show</li> </ul>	<p><b>Composition due: 7/ 9/ 12</b></p>

<p><b>Week 10: 10/ 9/ 13</b></p> <ul style="list-style-type: none"> <li>• Fine tuning off performance assignment</li> <li>• Theater etiquette refreshed</li> <li>• Details about Performance night and assessment</li> <li>• Students thoughts upon unit: Questionnaire.</li> <li>• Introduce topic for next semester: Film Music Continued work on assessment: performance/granted extensions</li> </ul>	<p>Professionalism</p> <ul style="list-style-type: none"> <li>• Higher order thinking: Reflecting upon experiences within unit and how they could be improved.</li> </ul> <p><b>Conclusion/ Transition to next Unit</b></p> <ul style="list-style-type: none"> <li>• Put into practice theatre conventions such as linking emotion to words/story telling necessary for performance</li> </ul>	
<p><b>Week 11: 17/ 9/ 13</b></p>	<p><b>Performance night</b></p> <ul style="list-style-type: none"> <li>• Students will get the chance to perform in front of a live audience along - side their school peers across different year levels.</li> <li>• Apply manipulation of musical elements</li> <li>• Perform a refined and rehearsed performance for a live audience</li> <li>• Self evaluate on these performances to improve personal development as a performer</li> </ul>	<p><b>Performance Due: 20/ 9/ 12 6.30pm</b></p> <p><b>Mozart to Metallica: Performance assessment performed to a live audience due 7pm.</b></p>



## UNIT 2 SEMESTER 2 POSSIBLE ASSESSMENT

There are three types of assessment used for semester 1, unit 2 which are assessments in musicology, composing and performing and please see contents page for: Unit 2 Assessment task sheets and criteria sheets.

### Assessment one: musicology

Task: Choose one song you saw performed live from the excursion of *The Phantom of the Opera*. Choose one song from a recorded/DVD musical that you have watched. Both of the songs you have chosen from each musical need to impact the plot or character development (a turning point within the character or show).

Excursion: *The Phantom of the Opera* by Andrew Lloyd Webber, Redcliffe Musical Theatre. Date to be confirmed: October 10th, 2013.

This task offers two different options to choose from for how to present the assessment, an extended written task or as a multimodal response. Both written and multimodal response however need to address this concept: analyse your two chosen songs using the elements of music. Compare and contrast your chosen songs regarding the following questions:

- *How have your chosen songs affected the turn of events within the musical they are used in?*
- *In what way has the composer/s manipulated the elements of music to develop the story within your chosen song?*
- *How have they illustrated the characters' emotions, attitudes and motivations through the use of the musical elements?*

Please see the below table for details on task conditions.

### Assessment two: composition

Task: You are required to choose one of the two scenes below from the musical *Les Misérables* and compose an original piece for your chosen scene.

Scene option 1: The students in Paris are building a barricade in preparation for the coming revolution. These students are very passionate about the barricade and angry and scared about their future.

Scene option 2: Cossette and Marius are two lovers who have been separated due to the hardship in Paris before the revolution. After some time apart Marius and Cossette are brought back together by Eponine. Later the two are to marry.

This task offers two different options to choose from for how to present the final assessment. These options are notated form or a recording using musical ICT's that are available at the school. Both recorded and notated options need to also hand in a Minimum of 100 words: Composition Rationale addressing the following:

1. Explain your chosen scene and how it relates and corresponds to your created composition.
2. Describe the creation of your composition style and explain your reasoning for using your particular style with your chosen scene.

Please see the below table for details on task conditions.

### Assessment three: performance

**Task:** Perform a work from any Musical Theatre genre at the schools show 'Mozart to Metallica.' Before beginning the performance, students need to explain to their audience:

1. What song have you chosen?
2. Who composed it?
3. What musical is it from?
4. Why did you choose it?

Students need to:

- Sensitively and consistently interpret the musical elements through thier instrument or voice.
- Use correct techniques in accordance with the chosen song genre (for example: microphone techniques/skills).
- Communicate a convincing and cohesive performance to the audience (emotions).

This task can also be submitted through Multimodal Response: A digital recording of the student performing which will be played on a projector during 'Mozart to Metallica.'

Please see the below table for details on task conditions.

### Note:

Any recorded multimodal responses for all assessments need to be addressed within school standards if recorded at home: The student must be in school uniform if recording at home and within an appropriate scene setting that will not contradict student confidentiality (imagery of home address etc.)

Unit and time allocation	Unit focus	Assessment and conditions for each dimension		
		Composition	Musicology	Performance
Semester 1: Unit 1	Film Music	<p>The composition relating to a provided film clip that they need to compose music for to set the scene.</p> <p>Minimum 100 words: Composition Rationale</p> <p>Length minimum of 16 bars or approximately 30 seconds.</p> <p>Can be hand written or computer generated (Paper score or Digital). Can be recorded instead of notated.</p>	<p>Musicology essay based upon a film music song used in a scene.</p> <p>Students will need to illustrate/justify how they have used musical elements to either enhance or change the intended message for their chosen film clip.</p> <p>Length 600-800 words You <u>must</u> include a copy of your selected song and film clip/together on CD and/or the score used.</p> <p>Multimodal Response Length – 4-6 minutes approx. Can be a oral presentation or can be digitally recorded.</p>	<p>Perform a film music piece.</p> <p>Communicate and explain to audience: What song have you chosen? Who composed it? What musical is it from? Why did you choose it?</p> <p>Length: minimum 3 minutes long.</p> <p>Accompaniment suits the genre.</p> <p>This task can also be submitted through Multimodal Response.</p>

Unit and time allocation	Unit focus	Assessment and conditions for each dimension		
		Composition	Musicology	Performance
Semester 2: Unit 2	Musical Theatre	<p>Students need to create a composition for one of two available scenes to choose from.</p> <p>Minimum 100 words: Composition Rational.</p> <p>Length minimum of 16 bars or approximately 30 seconds.</p> <p>Can be hand written or computer generated (Paper score or Digital). Can be recorded instead of notated.</p>	<p>Musicology essay based upon a one chosen musical theater song and a song seen from the class excursion.</p> <p>Students will need to illustrate/justify how the composer has used the musical elements to either enhance or change the intended message for the chosen scene in the film. They will need to address the submitted questions in this assessment as well.</p> <p>Length 600-800 words You <u>must</u> include a copy of your selected song on CD and/or the score used.</p> <p>Multimodal Response Length – 4-6 minutes approx. Can be a oral presentation or can be digitally recorded.</p>	<p>Perform a Musical Theater piece.</p> <p>Communicate and explain to audience: What song have you chosen? Who composed it? What musical is it from? Why did you choose it?</p> <p>Length: minimum 3 minutes long.</p> <p>Accompaniment suits the genre.</p> <p>This task can also be submitted through Multimodal Response.</p>

## ACCOMADATING STUDENTS

### Differentiation

This unit provides a lot of differentiation for its students as it emphasises on student choice. For example, in all of the assessments there are at least two different options of how to present/submit the assessment. This supports students in making their own judgements regarding available technology, time, personal commitment and what they feel they will excel at. This also allows students with different capabilities to choose the option that would best suit them and their individual needs.

### Extensions

Extensions may be granted if the student has either long illness supported by a medical certificate or family difficulties/bereavement supported by letter from parent. Assignment extensions must be applied for two days in advance. Students must collect an Extension Request form from the respective HOD. The completed form is then submitted to the teacher for their consideration. Extensions will be granted at the HOD's discretion. At NLSC all assessment is expected to be completed. Students who have not requested an extension or do not submit assessment will be referred to the HOD or a member of Administration.

### Individual education program

Implementation of a standard 'Individual Education Program' will help identify behavioral objectives for each of the domains of students with special needs students and regular students alike.

- Psychomotor (spatial and bodily-kinesthetic intelligences)
- Personal (interpersonal and intrapersonal intelligences)
- Cognitive (logical-mathematical intelligence)
- Linguistic (linguistic intelligence)

Types of disabilities that the teacher may need to cater for is:

- Intellectual (ADHD, Asperger Syndrome, Down's Syndrome, Autism)
- Physical (Epilepsy, Cerebral Palsy, Down 's syndrome)
- Sensory/Hearing (Perforated ear drum, Otosclerosis, Deafness)
- Vision (colour blindness, congenital cataracts, strabismus)

## Providing Support

It is important to know from the responsible medical or psychological profession what level of support is required for a student with an intellectual disability. Strategies for working with students with disabilities and impairments in the classroom setting may include:

- Varying the level and type of participation expected of the student.
- Adapting the way that learning opportunities are presented to the student – that is, introducing concrete and simple rather than abstract and complex concepts; presenting information through visual, auditory and kinesthetic modalities.
- Adapting how the student can respond to simple rather than complex responses – for example, using only a few and simple instructions/questions using alternative communication methods and assistive technology where appropriate. Possible technologies could include: Sibelius Music Program, Band in a Box and Music Ace 1 & 2.
- Adapting the skill level, type of problem or the rules on how the student may approach a task to the capacities of the student.
- Adapting (extending) the amount of time allotted for completing a task or learning a skill.
- While using the same materials for all students, modifying the learning outcome descriptor for the individual student.
- Modifying the physical space of the classroom to best suit the needs of the student – for example, adjusting the placement of student, minimising distractions, using stronger lighting, employing larger print materials, and minimising unnecessary noise.
- Providing or modifying instruments so that the student can play successfully.
- Enlisting support from peers and adult aides to assist both the student in the learning task and yourself as the teacher facilitating the learning.

## Specific Student Needs

### ADHD

The assessments available for students can easily be adapted to keep engagement. In regards to this, performance tasks are extremely kinesthetic and are able for the student or carer to choose the best option available; to be performed live or show a recording to the audience. Also regarding Musicology with the excursion if the student finds it difficult to watch the show in its entirety an alternate viewing method is possible, watching the show from an easily accessible vantage point to leave with the carer if the situation needs or to even allow the student to watch the DVD performance recording in comfortable time periods. Parents also are welcome to come along with the students on excursion to assist and also provide a positive bridge between their children and their school.

### Dyslexia

Students with dyslexia may have difficulty with the musicology task and the composition task, where the necessity for writing is crucial. Scaffolding would be the major key to assisting students to achieve, and multiple drafts may be handed in from the student so the teacher can frequently keep in check with progress and assist with help from learning support. Working with parents is key to assisting students achieve their goals and maintain a positive learning environment.

### Low income status

Another issue that needs to be considered regarding support for semester 2: unit 2 is if any students in the classroom come from a low income setting. This would affect their community development regarding music as they may find it difficult to pay the \$55 show fee for the excursion and the \$10 for the bus hire. Students parents may negotiate with the school to conduct a loan payment therefore parents have the option to pay the fees off in increments. If this is unable to still occur, the student's assessment may be modified to change from a live performance to the recorded DVD performance available to borrow from the teacher. The same may also occur for students with intellectual, physical or vision disabilities if they feel unsafe or if their learning is detremented from seeing the live performance.

## OUTLINE OF PROCEDURES

### Determining a standard

Standards awarded to students are required to be an on-balance judgment about the quality of responses which are matched to the standards descriptors in each dimension (Queensland Studies Authority 2013).

### Exit levels of achievement

Exit levels of achievement are determined based on exit folios providing evidence for all results in regards to the syllabus and its standards. This usually occurs after four semesters (end of year 12), however if the student exits before completing them all, judgements are made based on the evidence of their current achievement so far in the year level. The following dimensions must be used for recording achievement and final exit results:

- Dimension 1: Composition
- Dimension 2: Musicology
- Dimension 3: Performance

Each of these must be assessed in every unit and needs to make an equal contribution to determine correct exit levels of achievement. Upon exiting the course of study the school is required to award each student an exit level from the following five levels:

- Very High Achievement (VHA)
- High Achievement (HA)
- Sound Achievement (SA)
- Limited Achievement (LA)
- Very Limited Achievement (VLA).

When students standards have been determined in each dimension for this subject the following is used to award exit levels of achievement where A represents the highest standard and E is the lowest.

- VHA Standard A in any two dimensions and no less than a B in the remaining dimension
- HA Standard B in any two dimensions and no less than a C in the remaining dimension
- SA Standard C in any two dimensions and no less than a D in the remaining dimension
- LA At least Standard D in any two dimensions and an E in the remaining dimension
- VLA Standard E in the three dimensions

(Queensland Studies Authority 2013)



### Verification folio requirements

The verification folio requirement is for students who intend to exit after four semesters, in year 12. The student's folio must contain evidence that each dimension has been assessed twice by verification.

The folio should contain a variety of assessment for making summative judgements such as:

- Evidence of student work from Year 12 only
- Evidence of all dimensions being assessed twice
- Evidence of extended writing
- A student profile completed to date.

There must be at least one summative assessment in the exit folio after verification where students complete an assessment that assesses one dimension (Queensland Studies Authority 2013).

### Supporting evidence for judgments about student achievement

Supporting evidence about schools judgments on academic results and the application of standards to student responses (assessment) must be recorded and be supported by digital evidence.

The below guidelines are advised for spoken and multimodal presentations, compositions and music performances:

- Recordings of compositions should demonstrate the ideas of the composer
- The performer/presenter must be seen and heard clearly
- Scores are not required in submission
- Clearly label or annotate the recording to identify students
- Ensure that the recording is as close to the live performance
- All recordings must be playable on a computer
- Ensure that conductors are filmed from the perspective of the ensemble (Queensland Studies Authority 2013)

Technological advances influence, and will continue to change, the ways in which musicians work, both in terms of the instruments they play and use, and the means by which they record and share their compositions, performances and music ideas. Students should have opportunity to explore their music ideas using a variety of technologies, for example:

- In Composition, works could be created as audio recordings of live performances or digital works in a variety of formats, such as notated scores using notational software
- In Musicology, tasks could be prepared incorporating ICTs and presented in digital forms
- In Performance, students could use a variety of existing and emerging technologies as they make music.

(Queensland Studies Authority 2013)

#### LANGUAGE AND MATHEMATICAL CONCEPTS IN MUSIC

It is the responsibility of teachers to develop and monitor students' abilities to use the forms of language and mathematical concepts appropriate to their own subject areas. This involves providing opportunities for the development of students' abilities in:

- Selection and sequencing of information required in various forms (such as reports, essays, interviews and seminar presentations)
- Use of technical terms and their definitions
- Use of correct grammar, spelling, punctuation and layout.
- comprehend basic concepts and terms underpinning the areas of number, space, probability and statistics, and measurement
- extract, convert or translate information given in numerical forms, or as diagrams, maps, graphs or tables
- calculate and apply procedures
- use skills or apply concepts from one problem or one subject to another.

(Queensland Studies Authority 2013)



# Death Star | STATE COLLEGE

## STUDENT REPORT CARD – SEMESTER TWO: MUSIC

NAME: DARTH VADER

YEAR: 11

TEACHER: MISS OBI WAN KENOBE

**ACHIEVEMENT GRADE: HA**

**EFFORT GRADE: A-**

Semester 2: Unit 3, Film Music	Composing	Musicology	Performing
<b>Task A: Performance:</b> film song			A
<b>Task B: Composition:</b> music set to the provided film clip	B		
Semester 2: Unit 3, Film Music Results	B+		
Semester 2: Unit 4, Musical Theatre			
<b>Task A: Musicology:</b> Extended response		B+	
<b>Task B: Performance:</b> Musical theatre			A
<b>Task C: Composition:</b> compose a song relative to what is occurring in your chosen scene	A-		
Semester 2: Unit 4, Musical Theatre Results	A-		
Semester 2: Progress verification achievement results	B+	B	A
	HA		

Darth is a dedicated worker and is eager to learn new skills and techniques. Darth is a vibrant personality in the classroom however he occasionally needs to use more appropriate language. He has demonstrated correct research development, resolution, reflection and performance in relating to the tasks. Darth has innovatively addressed the concepts, chosen focuses, contexts, and the musical elements for these units. He showed mature theatre etiquette on excursion and continues strive to meet his goals. If he continues on this bright path Darth Vader has a high possibility of graduating with a VHA. Well done!

Signature \_\_\_\_\_

Date: \_\_\_\_\_

**SAMPLE STUDENT PROFILE**

**NAME:** DARTH VADER

**YEAR:** 11

**TEACHER:** MISS OBI WAN KENOBE

Unit	Formative Tasks	General Objectives		
		Composing	Musicology	Performance
Semester 1 Unit 1: The way things were (summative)	<b>Task A: Composing:</b> the way things were, compose a fugue.	C		
	<b>Task B: Musicology:</b> Formal exam. "Traditions: The Way Things Were".		B+	
Semester 1: Unit 1: Results Summary		B-		
Semester 1: Unit 2: Jazz Greats	<b>Task A: Performing:</b> Jazz piece			C
	<b>Task B: Musicology:</b> Analysis of a jazz song		C	
Semester 1 Unit 2: Results Summary		C		
Semester 1	Progress Verification achievement results	C	B-	C
Semester 1	Progress Verification achievement results total (unit 1, unit 2)	SA		
Semester 2 Unit 3: Film Music (summative)	<b>Task A: Performance</b>			A
	<b>Task B: Composition:</b> music set to a film clip	B		

Semester 2: Unit 3: Results Summary		B		A
		B+		
Semester 2:  Unit 4: Musical theater	<b>Task A: Musicology:</b> Extended response		B+	
	<b>Task B: Performance:</b> Musical theater			A+
	<b>Task C: Composition:</b> compose a song relative to what is occurring in your chosen scene	A-		
Semester 2: Unit 4: Results Summary		A-		
Semester 2	Progress Verification achievement results	B+	B+	A
Semester 2	Progress Verification achievement results total (unit 3, unit 4)	HA		
Verification grades Semester 1 & 2		B-	B-	B+
Verification Interim achievement level Semester 1 & 2		HA		

Semester3:	<b>Summative Assessment</b>	Composing	Musicology	Performing
Unit 5: <b>Rock</b>	<b>Task A: Performing</b> a rock song			A+
	<b>Task B Musicology</b> Analysis		B-	
Semester 3: Unit 5: Results Summary	Unit 3: Results Summary	A-		
Semester 3: unit 6: <b>The 19<sup>th</sup> century and Opera</b>	<b>Task A: Composition:</b> 19 <sup>th</sup> century or Opera	B+		
	<b>Task B: Musicology:</b> Analysis of a 19 <sup>th</sup> century song		A	
Semester 3: Unit 6: Results Summary	Unit 4: Results Summary	A-		
Semester 3	Verification grades Semester 3	B+	B+	A+
	Progress Verification achievement results total (unit 3, unit 4)	HA		
Semester 4: unit 7: <b>Music technology</b>	<b>Task A:Composition:</b> using a particular style of technology studied	A		
	<b>Task B: Performance:</b> using a particular style of technology studied			A+

Semester 4 Unit 7: Results Summary				
Semester 4 Unit 7: Results Summary		A		A+
Semester 4 Unit 7: Results Summary		A		
	<b>Official final Interim standards (verification)</b>	A-	B+	A+
	<b>Official Interim level of achievement (verification)</b>	VHA		
Semester 4: Unit 8 <b>Breaking into the industry</b> (For selective upgrading)	Your choice of assessment <b>Task: Composition:</b> within 19 <sup>th</sup> century or Opera		A-	
Semester 4: Unit 8: Results Summary			A-	
Semester 4: Unit 8: Results Summary		A-		
Overall Standard for each objective?		B-	B-	B+
Current Verification Achievement		HA		

End of Term 3 Verification Achievement	A-	B+	A+
Overall standard in each objective (including term 4 marks)	A-	B+	A+
Proposed Levels of Achievement	VHA		



## REFLECTION

The developed assessment items play a positive and intuitive role in student learning as they provide student's choice within their tasks as they can choose what they believe they may excel best in or enjoy the most (or challenge themselves with) which will increase student passion and productivity for this unit. For example, in the composition assessment students can choose to present their final composition as a recording or as a written notation. This is great as our student's individual musical theory levels vary and while some may be interested with writing out the individual notation (by hand or digitally), the more kinaesthetic learners and students who are not as confident with writing music but are more fluent with the practical aspects in the classroom can choose to record their compositions and hand them in this style. Another great aspect that the musicology and performance assessment plays in student learning is being able to get the students out of the classroom and into the community to see a live musical theatre show. This enhances their learning during class as a positive experience and practical experience to look forward to to enhance the theoretical side learned in class. Plus they also may gain a more passionate outlook upon their own upcoming performances while seeing the live show and gain some inside knowledge for themselves to improve their own performances. Community theatre is also open to the public for people to join up through an audition process which also may be something the students might want to get involved in outside of school.

Regarding how the assessment items enhance student learning and a positive disposition for learning in this subject for school and students, I think this subject is well on its way to do this as it provides a creative outlet as well as a theoretical backing for the students overall musicianship. While these assessments are very practical based, students also need to show theoretical learning and understanding of the musical elements, literacy, mathematics and ICT's to be able to succeed. This I believe not only directly backs up the music syllabus components but will assist the student's integration across their other OP subjects for year 12 as it provides the practice, higher order thinking, writing skills and learning of skills required to pass important components of year 12. I do believe that by having a practical excursion will enhance the overall positive outlook upon this subject and music in my school to relate back to assessment as there has not been an excursion for music before (which needs to be changed). This will only enhance the positive outlook for the school music culture as it is a fun and privileged experience for students to be part of.

In Semester 2 unit 4 regarding assessment, student Darth Vader received an A- in composition, B+ in musicology and an A+ in performance. Learning experiences that could be implemented regarding improvement with student Darth Vader's profile in Semester 2 unit 4 would be to improve his B+ in musicology to a minimum A standard.

This would change is semester mark to a VHA instead of a HA as he has not received two A's in two dimensions with a minimum a B in the remaining dimension. Instead he has received two B's and a minimum of a C in the remaining dimension. Ways we could improve this would be to give more attention to his literacy skills in regards to writing up the musicology extended written task by handing in extra drafts, going through criteria more thoroughly and ways of writing assessments and answering assessment questions. Another option is to get him to present it the musicology assignment as a multimodal response as his area of expertise excels with performance. He has the chance to fix this within Semester 4 unit 8 as he can choose his own assessment piece and it could replace his mark within this unit if it is a higher mark however year 11 is summative, and he may not need to redo this section at all if he continues to achieve and improve as the year progresses.

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Lesson plan, Kiarra  
Wilson

Date: 9/7/ 12 Week 1	Time:845-1005
Unit/Topic: Rock: Musical Theater	Lesson: Theory lesson/History Session 1
Strand(s): OP	Year:12A

Lesson Objectives:

- Assessment and Course Introduction
- The origins of musical theater: Shakesphere, Opera, Operetta and Rock Opera
- ICT musical history <http://prezi.com/rbg18nxpybah/copy-of-the-musicals/>
- Musical elements in detail: expressive devices

Prior Knowledge

Year 10 Music, Year 11 Film music: Musical elements, performance, musicology and composition requirements.

Lesson structure

Time	Introduction and motivation	Teaching approaches and resources	Awareness
845	ID attend after morning parade	Computer program	Uniforms, Student attentiveness- no one's talking while I am
850	Welcome/motivator to semester 2! (Toilet paper activity; getting you know you).  Today's Lesson- write objectives on board:  Quiz: refresh basics of musical elements	Write objectives on board	Get Andy to go get the laptop trolley.

Time	Main Content	Teaching approaches and resources	Awareness
855	Go through prezie presentation- evolution of musical theater	Powerpoint, computer, internet, projector	Students notate when required  Get students to read slides
920	Group work using laptops to research history relating to musical theater: Shakesphere, Opera, Operetta and Rock Opera to present next lesson (Homework).	Use elements cards/ Group students per card- MIX UP GROUPS	Keep students on task- they will get distracted.  Aware that <b>students are not talking and are paying attention when groups are sharing “findings”</b> . <b>Language-</b> You are disrupting your peers learning, show some respect and listen to what they have to share. (Respect and choice – Matrix).
940	Analysis of songs: Youtube: 1930 Broadway Melody, Many a new day:		
1000	Okhlahoma, Wouldn't it be lovely : My fair lady. Share thoughts with class		
1005	after having 5 minutes on each song using musical elements cards  Return the Laptop trolley  Shakesphere, Opera, Operetta and Rock Opera to present next lesson.  Next lesson: composition Friday: Class performance of Anything you can do I		<b>Make a point that Homework is to hand in individually even though presented as group work.</b>

	can do better - Annie Get Your Gun - Betty Hutton and Howard Keel		
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### Assessment of Learning

Group work of Analysis  
Questions during prezie presentation  
Motivation and interest in genre  
Quiz on musical elements.

### Resources

Prezi presentation : <http://prezi.com/rbg18nxpybah/copy-of-the-musicals/>

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	can do better - Annie Get Your Gun - Betty Hutton and Howard Keel		
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	of Anything you can do I can do better - Annie Get Your Gun - Betty Hutton and Howard Keel		
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### Assessment of Learning

Group work of Analysis Questions during prezie presentation Motivation and interest in genre Quiz on musical elements.
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### Resources

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### Lesson Objectives:

<ul style="list-style-type: none"><li>• Assessment and Course Introduction</li><li>• The origins of musical theater: Shakesphere, Opera, Operetta and Rock Opera</li><li>• ICT musical history <a href="http://prezi.com/rbg18nxpybah/copy-of-the-musicals/">http://prezi.com/rbg18nxpybah/copy-of-the-musicals/</a></li><li>• Musical elements in detail: expressive devices</li></ul>
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Prior Knowledge

Year 10 Music, Year 11 Film music: Musical elements, performance, musicology and composition requirements.

Lesson structure

Time	Introduction and motivation	Teaching approaches and resources	Awareness
845	ID attend after morning parade	Computer program	Uniforms, Student attentiveness- no one's talking while I am
850	Welcome/motivator to semester 2! (Toilet paper activity; getting you know you).  Today's Lesson- write objectives on board:  Quiz: refresh basics of musical elements	Write objectives on board	Get Andy to go get the laptop trolley.
Time	Main Content	Teaching approaches and resources	Awareness
855	Go though prezie presentation- evolution of musical theater	Powerpoint, computer, internet, projector	Students notate when required  Get students to read slides
920	Group work using laptops to research history relating to muscical theater: Shakesphere,	Use elements cards/ Group students per card- MIX UP	Keep students on task- they will get distracted.  Aware that <b>students are</b>

<p>940</p> <p>1000</p> <p>1005</p>	<p>Opera, Operetta and Rock Opera to present next lesson (Homework).</p> <p>Analysis of songs:                  Youtube: 1930 Broadway Melody, Many a new day:                  Okhlahoma, Wouldn't it be lovely : My fair lady.                  Share thoughts with class after having 5 minutes on each song using musical elements cards</p> <p>Return the Laptop trolley</p> <p>Shakesphere, Opera, Operetta and Rock Opera to present next lesson.</p> <p>Next lesson: composition                  Friday: Class performance of Anything you can do I can do better - Annie Get Your Gun - Betty Hutton and Howard Keel</p>	<p>GROUPS</p>	<p><b>not talking and are paying attention when groups are sharing "findings".</b>  <b>Language-</b> You are disrupting your peers learning, show some respect and listen to what they have to share.                  (Respect and choice – Matrix).</p> <p><b>Make a point that Homework is to hand in individually even though presented as group work.</b></p>
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Assessment of Learning

<p>Group work of Analysis                  Questions during prezie presentation                  Motivation and interest in genre                  Quiz on musical elements.</p>
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## Resources

Prezi presentation : <http://prezi.com/rbg18nxpybah/copy-of-the-musicals/>

Youtube: 1930 Broadway Melody, Many a new day: Okhlahoma, Wouldn't it be  
lovely : My fair lady.

Date: 9/7/ 12 Week 1	Time:845-1005
Unit/Topic: Rock: Musical Theater	Lesson: Theory lesson/History Session 1
Strand(s): OP	Year:12A

### Lesson Objectives:

- Assessment and Course Introduction
- The origins of musical theater: Shakesphere, Opera, Operetta and Rock Opera
- ICT musical history <http://prezi.com/rbg18nxpybah/copy-of-the-musicals/>
- Musical elements in detail: expressive devices

### Prior Knowledge

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**Prior Knowledge**

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**Lesson structure**

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<p>1005</p>	<p>Share thoughts with class                  after having 5 minutes on                  each song using musical                  elements cards</p> <p>Return the Laptop trolley</p> <p>Shakesphere, Opera,                  Operetta and Rock Opera                  to present next lesson.</p> <p>Next lesson: composition                  Friday: Class performance                  of Anything you can do I                  can do better - Annie Get                  Your Gun - Betty Hutton                  and Howard Keel</p>		<p><b>Make a point that                  Homework is to hand in                  individually even though                  presented as group work.</b></p>

Assessment of Learning

<p>Group work of Analysis                  Questions during prezie presentation                  Motivation and interest in genre                  Quiz on musical elements.</p>
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Resources

Lesson plan, Kiarra Wilson  
Death Star State College

Prezi presentation : <http://prezi.com/rbg18nxpybah/copy-of-the-musicals/>

Youtube: 1930 Broadway Melody, Many a new day: Oklahloma, Wouldn't it be  
lovely : My fair lady.



# Death Star | STATE COLLEGE

The vision of Death Star State College is to inspire our students to reach for their dreams and succeed now and in the future.

## Arts Faculty: Year 11: Music Assessment Piece

Semester 2 Term 2

TASK TITLE: Performance

Date Issued:

Due Date:

NAME: \_\_\_\_\_

### TASK SCENARIO

Musical Theatre appeals to the audience emotions and is used to provide entertainment. You are part of a group that has been asked to entertain some local personalities.

**Task:** Perform a work from any Musical Theatre genre.

You are able to perform with accompaniment, however the accompaniment will not contribute to your mark. As part of your preparation and rehearsal, some class time will be given, however you will need to schedule rehearsal time outside of class hours as well.

Your performance will be audio and visually recorded on video, VCD or DVD.

### Task Conditions:

- Length - minimum requirement is 3 minutes
- You must perform using a melodic/harmonic instrument (including voice), drum kit or multi-percussion.
- You may perform accompanied or unaccompanied to suit the style.
- Before beginning your performance, you need to explain to your audience:
  1. What song have you chosen?
  2. Who composed it?
  3. What musical is it from?
  4. Why did you choose it?

### Your performance should aim to :

- Sensitively and consistently interpret the musical elements through your instrument or voice.
- Use correct techniques in accordance with your song genre (for example: microphone techniques/skills).
- Communicate a convincing and cohesive performance to your audience (emotions).
- Ensure that you have carefully considered in relation to your performance piece:

*What is happening within your song?*

*How are you going to bring you audience along with you on your journey?*

*What is the songs specific genre?*

*Consider that the performance needs to be relevant to express the style of the piece and what is happening within the musical at that point in time.*

### CORE CURRICULUM ELEMENTS

- Recognising letters, words and other symbols
- Memorisation, interpreting and communicating the meaning of words or other symbols
- Demonstrating performance skills and techniques to the genre, perceiving patterns
- Manipulating / operating / using equipment. Connecting emotion/story telling through performance
- Higher order thinking skills connecting emotions, experience, portrayal and explanations

### EXTENSION REQUEST

Extensions may be granted if the student has either long illness supported by a medical certificate or family difficulties/bereavement supported by letter from parent.

Assignment extensions must be applied for two days in advance.

Students must **collect an Extension Request form** from the respective HOD.

The completed form is then submitted to the teacher for their consideration.

Extensions will be granted at the HOD's discretion.

At NLSC all assessment is expected to be completed. Students who have not requested an extension or do not submit assessment will be referred to the HOD or a member of Administration.

## ASSESSMENT CRITERION – PERFORMING

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<p>The students work has:</p> <p>Consistent and proficient interpretation and application of music elements and concepts in performance.</p> <p>Fluent and authoritative demonstration of refined performance skills and techniques related to contexts.</p> <p>Discerning synthesis and convincing expression of music ideas and stylistic characteristics integral to the performance.</p>	<p>The students work has:</p> <p>Effective interpretation and application of music elements and concepts in performance.</p> <p>Effective demonstration of secure performance skills and techniques related to contexts.</p> <p>Effective synthesis and expression of music ideas and stylistic characteristics that support the performance.</p>	<p>The students work has:</p> <p>Interpretation and application of music elements and concepts in performance</p> <p>Demonstration of performance skills and techniques related to contexts.</p> <p>Synthesis and communication of music ideas and stylistic characteristics to create performances.</p>	<p>The students work has:</p> <p>Superficial interpretation and application of music elements and concepts in performance.</p> <p>Evidence of some basic performance skills and techniques in context</p> <p>Presentation of music ideas and stylistic characteristics in performance.</p>	<p>The students work has:</p> <p>Use of some music elements and concepts in performance</p> <p>Simplistic use of music ideas in performance.</p> <p>Use of rudimentary performance techniques</p>

**OVERALL MARK:**

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TEACHERS SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_



# Death Star | STATE COLLEGE

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## Arts Faculty: Year 11: Music Assessment Piece

Semester 2 Term 4

TASK TITLE: **Composing**

Date Issued:

Due Date:

NAME: \_\_\_\_\_

### Musical Theatre

**Synopsis:** Composers of Musicals manipulate the elements of music in a variety of ways to develop the story and illustrate the characters' emotions, attitudes and motivations.

**Task:** You are required to **choose one of the two scenes below** from the musical Les Miserables and **compose an original piece for your chosen scene.**

**Scene option 1** – The students in Paris are building a barricade in preparation for the coming revolution. These students are very passionate about the barricade and angry and scared about their future.

**Scene option 2** – Cossette and Marius are two lovers who have been separated due to the hardship in Paris before the revolution. After some time apart Marius and Cossette are brought back together by Eponine. Later the two are to marry.

### Task Conditions:

#### Option 1: Notated Form

- Compose in any appropriate musical style
- Include vocal and instrumental sounds
- The composition is a **length minimum of 16 bars** or approximately 30 seconds.
- Can be hand written or computer generated (Paper score or Digital).
- **Minimum 100 words: Composition Rationale**
  1. Explain your chosen scene and how it relates and corresponds to your created composition.
  2. Describe the creation of your composition style and explain your reasoning for using your particular style with your chosen scene.

#### Option 2: Recording

- Compose in any appropriate musical style
- Include vocal and instrumental sounds
- The composition is a length minimum of 16 bars or approximately 30 seconds.
- The recording can be: an audiotape, MIDI file, CD
- **Minimum 100 words: Composition Rationale**
  3. Explain your chosen scene and how it relates and corresponds to your created composition.
  4. Describe the creation of your composition style and explain your reasoning for using your particular style with your chosen scene

**You will need to negotiate rehearsal and recording arrangements with the teacher and fellow students to take part in the recording.**

### You should aim to:

- Demonstrate use of the elements of music.
- Ensure that conventions relevant to the style are adhered to while demonstrating your own style of composition.
- Demonstrate a balance of cohesion, unity and variety.
- Write within the technical capabilities of instruments or voices, sound sources.

### CORE CURRICULUM ELEMENTS

- Recognising letters, words and other symbols
- Recalling / remembering
- Interpreting the meaning of words or other symbols
- Translating from one form to another
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context

- Setting out / presenting / arranging / displaying
- Applying a progression of steps to achieve the required answer
- Creating / composing / devising
- Perceiving patterns
- Manipulating / operating / using equipment.



### ASSESSMENT CRITERION – COMPOSING

<b>Standard A</b>	<b>Standard B</b>	<b>Standard C</b>	<b>Standard D</b>	<b>Standard E</b>
<p>The students work is:</p> <p>Consistent and proficient selection and application of music elements and concepts in the creation of their own works.</p> <p>Skilful manipulation of compositional techniques in the creation of cohesive and well-structured music.</p> <p>Acute synthesis and convincing expression of music ideas and stylistic characteristics integral to the creation of their own works.</p>	<p>The students work is:</p> <p>Effective selection and application of music elements and concepts in the creation of their own works.</p> <p>Manipulation of compositional techniques in the creation of cohesive music</p> <p>Effective synthesis and expression of music ideas and stylistic characteristics that support the creation of their own works.</p>	<p>The students work is:</p> <p>Selection and application of music elements and concepts in the creation of their own works.</p> <p>Demonstration of compositional techniques in the creation of their own works.</p> <p>Synthesis and communication of music ideas and stylistic characteristics to create their own works.</p>	<p>The students work is:</p> <p>Variable selection and application of music elements and concepts in the their own works</p> <p>Use of basic compositional techniques to develop works of variable quality</p> <p>Presentation of music ideas and stylistic characteristics in their own works.</p>	<p>The students work is:</p> <p>Selection and application of some music elements and concepts in their own works.</p> <p>Use of rudimentary compositional techniques to produce partial works</p> <p>Use of music ideas in their own works.</p>

**OVERALL MARK:** \_\_\_\_\_

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TEACHERS SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_



# Death Star | STATE COLLEGE

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## Arts Faculty: Year 11: Music Assessment Piece

Semester 2 Term 1

TASK TITLE: Musicology

Date Issued:

Due Date:

NAME: \_\_\_\_\_

**Synopsis:** *Composers of Musicals manipulate the elements of music in a variety of ways to develop the story and illustrate the characters' emotions, attitudes and motivations.*

**Task:** Choose **one song you saw performed live** from the **excursion** of The Phantom of the Opera. Choose **one song** from a recorded/DVD musical **that you have watched**.

**Both songs** from each musical **need to impact the plot or character development** (a turning point within the character or show).

**Excursion:** The Phantom of the Opera by Andrew Lloyd Webber. October 10th, 2013.  
Company: Redcliffe Musical Theatre.

### Option 1: Extended written task

Analyse your two chosen songs using the elements of music. Compare and contrast your chosen songs regarding the following questions:

- *How have your chosen songs affected the turn of events within the musical they are used in?*
- *In what way has the composer/s manipulated the elements of music to develop the story within your chosen song?*
- *How have they illustrated the characters' emotions, attitudes and motivations through the use of the musical elements?*

- Length 600-800 words
- You **must** include a copy of your selected song on CD and/or the score used.
- You **must** make reference to specific sections in the CD or on the score

### Option 2: Viva voce - Oral

Analyse your two chosen songs using the elements of music. Compare and contrast your chosen songs regarding the following questions:

- *How have your chosen songs affected the turn of events within the musical they are used in?*
- *In what way has the composer/s manipulated the elements of music to develop the story within your chosen song?*
- *How have they illustrated the characters' emotions, attitudes and motivations through the use of the musical elements*

- Length – 4-6 minutes approx.
- Your Viva Voce will be video taped.
- You **must** include a copy of your selected song on CD and/or the score used.
- You **must** make reference to specific sections in the CD or on the score

In writing your analysis you should aim to:

- Demonstrate higher-order thinking skills such as investigating, deconstructing, evaluating, synthesising and justifying.
- Demonstrate an in-depth understanding of how the musical elements have been manipulated within the excerpts
- Support your judgments about the relationships of the musical elements to context, genre and style within the two different excerpts with evidence. Communicate these judgments clearly, logically and cohesively to suit the written format of presentation.

### CORE CURRICULUM ELEMENTS

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Recognising letters, words and other symbols</li> <li>• Recalling / remembering</li> <li>• Interpreting the meaning of words or other symbols</li> <li>• Using correct spelling, punctuation, grammar</li> <li>• Using vocabulary appropriate to a context</li> <li>• Hypothesising/criticising/analysing</li> <li>• Synthesising</li> <li>• Judging / evaluating</li> <li>• Justifying</li> </ul> | <ul style="list-style-type: none"> <li>• Setting out / presenting / arranging / displaying/structuring / organising extended written text/expounding a viewpoint/interrelating ideas / themes / issues</li> <li>• Comparing /contrasting/classifying/perceiving patterns/applying a progression of steps to achieve the required answer</li> <li>• Manipulating / operating / using equipment.</li> <li>• Experiencing live performance within the community</li> </ul> |
|---|---|

**ASSESSMENT CRITERION – MUSICOLOGY**

<b>Standard A</b>	<b>Standard B</b>	<b>Standard C</b>	<b>Standard D</b>	<b>Standard E</b>
<p>The students work has:</p> <p>Discerning perception and interpretation of relevant music elements and concepts in repertoire and music sources.</p> <p>Comprehensive and discerning analysis and evaluation of music to determine the relationships between music elements, concepts and stylistic characteristics.</p> <p>Discerning synthesis of findings, well-supported justification of music viewpoints, and convincing communication of music ideas.</p>	<p>The students work has:</p> <p>Thorough perception and interpretation of relevant music elements and concepts in repertoire and music sources.</p> <p>In-depth and coherent analysis and evaluation of music to determine the relationships between music elements, concepts and stylistic characteristics.</p> <p>Effective synthesis of findings, valid justification of music viewpoints, and logical communication of music ideas.</p>	<p>The students work has:</p> <p>Perception and interpretation of music elements and concepts in repertoire and music sources.</p> <p>Analysis and evaluation of music to determine the relationships between music elements, concepts and stylistic characteristics.</p> <p>Synthesis of findings, justification of music viewpoints, and communication of music ideas.</p>	<p>The students work has:</p> <p>Inconsistent perception and interpretation of music elements and concepts in repertoire and music sources.</p> <p>Simple analysis of music to identify some connections between music elements, concepts or stylistic characteristics.</p> <p>Statements of findings with simple justification of music viewpoints and presentation of music ideas.</p>	<p>The students work has:</p> <p>Little consideration of music elements or concepts in repertoire and music sources.</p> <p>Statements that may relate to music elements or concepts.</p> <p>Statements of opinion related to music ideas.</p>

**OVERALL MARK:**

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_ **TEACHERS SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_