

## HSC PERFORMANCE PIECE PREPARATION

**STUDENT NAME** \_\_\_\_\_

**PIECE NUMBER** (core or elective ) \_\_\_\_\_

## TOPIC AREA

**TITLE**

## COMPOSER

**INSTRUMENTATION** (list instruments and personnel)

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## REHEARSAL TIMES AND DATES

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**PREPARATION COMMENT**

## PREPARATION COMMENTS REHEARSAL PROGRESS

Please date all comments. (Evaluation of each session)

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**PERFORMANCE MARKING SHEET**

**Student Name**\_\_\_\_\_ **Date**\_\_\_\_\_

**Task**\_\_\_\_\_

**Instrument**\_\_\_\_\_

**Piece**\_\_\_\_\_ **Composer**\_\_\_\_\_

**Teacher Comments**

## Musicology Viva Voce Marking Criteria

Candidates will be assessed on how well Viva Voce discussion demonstrates:

- A musicological focus An understanding of the chosen topic
- An understanding of musical concepts and the relationship between them
- Relevant musical examples that support the discussion

*Outcomes assessed: H2, H4, H5, H6, H7*

MARKING GUIDELINES Criteria	Marks
<ul style="list-style-type: none"><li>• Discussion has a clear and consistent musicological focus</li><li>• Demonstrates a perceptive understanding of the chosen topic</li><li>• Demonstrates high level aural awareness and understanding of musical concepts and their relationship to the chosen topic</li><li>• Supports the discussion with relevant musical examples</li></ul>	17–20
<ul style="list-style-type: none"><li>• Discussion has a musicological focus</li><li>• Demonstrates a detailed understanding of the chosen topic</li><li>• Demonstrates thorough aural awareness and understanding of musical concepts and their relationship to the chosen topic</li><li>• Supports the discussion with relevant musical examples</li></ul>	13–16
<ul style="list-style-type: none"><li>• Discussion has a musicological focus but may be inconsistent</li><li>• Demonstrates a generally sound understanding of the chosen topic although there may be some inaccuracies</li><li>• Demonstrates some aural awareness and ability to discuss the use of musical concepts in the chosen topic</li><li>• Presents relevant musical examples</li></ul>	9–12
<ul style="list-style-type: none"><li>• Makes an attempt to provide a musicological focus in the discussion</li><li>• Demonstrates basic understanding of the chosen topic</li><li>• Demonstrates basic aural awareness and skill in discussing the musical concepts</li><li>• Presents some musical examples</li></ul>	5–8
<ul style="list-style-type: none"><li>• Discussion lacks a musicological focus</li><li>• Demonstrates limited understanding of the chosen topic</li><li>• Demonstrates limited aural awareness and skill in discussing the musical concepts in the repertoire studied</li><li>• Uses irrelevant or inappropriate musical examples</li></ul>	1–4

# VIVA VOCE MARKING SHEET

Student Name\_\_\_\_\_ Date\_\_\_\_\_ Class\_\_\_\_\_

Task\_\_\_\_\_

Title\_\_\_\_\_

Topic\_\_\_\_\_

Teacher Comments

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MARK /20

## COMPOSITION ASSESSMENT TASK MARKING CRITERIA

**Name:**

<b>A</b>  <b>17 – 20</b>	<ul style="list-style-type: none"> <li>• Uses stylistic rhythmic, harmonic and melodic pitch material to develop melodic ideas. Also displays a thorough understanding of the chosen stylistic genres at an advanced level, utilising Tone Rows and other contemporary composition techniques.</li> <li>• Utilises all the concepts of music to develop ideas and this is demonstrated in the task to an advanced level.</li> <li>• Displays a thorough understanding of density and textural concepts and this is displayed in the composition.</li> <li>• Utilises a wide range of dynamics to create contrast within the piece.</li> <li>• Utilises staccato and legato phrasing to create expression within the piece.</li> <li>• Utilises the elements of layers and density to create a sophisticated work displaying contrast.</li> <li>• Allow the structure to give the piece continuity and flow.</li> </ul>
<b>B</b>  <b>16 - 13</b>	<ul style="list-style-type: none"> <li>• Utilises moderate use of dynamics to create contrast within the piece.</li> <li>• Utilises a moderate range of staccato and legato phrasing to create expression within the piece.</li> <li>• Displays a thorough understanding of density and textural concepts and this is displayed in the composition.</li> <li>• Utilises most of the concepts of music to develop ideas and this is demonstrated in the task.</li> <li>• Utilises some of the concepts of Structure to create a work.</li> </ul>
<b>C</b>  <b>12 - 9</b>	<ul style="list-style-type: none"> <li>• Displays a Sound understanding of pitch and harmonic concepts and this is displayed in the composition.</li> <li>• Demonstrates a limited understanding of rhythmic development in melodic lines.</li> <li>• Uses limited dynamics and expression.</li> <li>• Shows a developed understanding of contrast, unity and repetition.</li> <li>• Shows a developed level of structure and density.</li> <li>• Uses a number of layers to create an accompaniment</li> </ul>
<b>D</b>  <b>9 - 5</b>	<ul style="list-style-type: none"> <li>• Displays a limited understanding of pitch and harmonic concepts and this is displayed in the composition.</li> <li>• Demonstrates a limited understanding of rhythmic development in melodic lines.</li> <li>• Uses limited dynamics and expression.</li> <li>• Shows a developed understanding of contrast, unity and repetition.</li> <li>• Shows a developed level of structure and density.</li> <li>• Uses a number of layers to create an accompaniment</li> </ul>
<b>E</b>  <b>5 - 1</b>	<ul style="list-style-type: none"> <li>• Presents simple melodic ideas and does not utilise musical concepts to develop these ideas.</li> <li>• Uses no dynamics or expression.</li> <li>• Shows no understanding of contrast, unity and repetition.</li> <li>• Shows little idea of structure and density.</li> </ul>

**COMPOSITION MARKING SHEET**

**Student Name**\_\_\_\_\_ **Date**\_\_\_\_\_ **Class**\_\_\_\_\_  
**Task**\_\_\_\_\_  
**Title**\_\_\_\_\_  
**Topic**\_\_\_\_\_ **Composer**\_\_\_\_\_

**Teacher Comments**