

# PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



## YEAR 12 MUSIC

### PRACTICAL REPERTOIRE

<b>Due Date:</b> Monday 4 <sup>th</sup> March 2019 (Term 1, Week 6) <b><i>THIS IS A DIFFERENT DATE TO THE ASSESSMENT SCHEDULE</i></b>	<b>Assessment Name:</b> Core Performance Workshop
<b>Mark:</b> x/20	<b>Weighting:</b> 25 %

#### SYLLABUS OUTCOMES TO BE ASSESSED:

**H1 performs** stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble

**H9 performs** as a means of self-expression and communication

**H10 demonstrates** a willingness to participate in performance, composition, musicology and aural activities

**H11 demonstrates** a willingness to accept and use constructive criticism

#### DIRECTIVES TO BE ASSESSED:

**Demonstrate** – show using examples

**Perform** – present to an audience

#### TASK DESCRIPTION:

Prepare the basis of your HSC practical repertoire for a workshop presentation. This includes:

- A **performance** of between 0:30 and 5:00 minutes. This can be a section of the final piece.
- A discussion and workshop with the teacher regarding your thoughts on the song, culminating in a plan for the rest of your HSC repertoire. You will need to **demonstrate** your vision for the repertoire and taking on board feedback in the workshop to create a final plan.

#### ASSESSMENT CRITERIA – STUDENT CHECKLIST:

You will need to **perform** part of your Core Performance piece to an audience (your teacher and a very small group of students). You will then present in a discussion/workshop your repertoire for the HSC, including practical options and topics. You need to prepare for this – it is not simply a discussion where your teacher gives you all the ideas.

Check your assessment booklet for the PHS Assessment Policy

## MARKING GUIDELINES – PERFORMANCE

Guideline	Mark/Grade
<ul style="list-style-type: none"><li>- Expertly performs with solo/ensemble awareness</li><li>- Expertly performs with stylistic and personal expression</li></ul>	5
<ul style="list-style-type: none"><li>- Performs with a high level of solo/ensemble awareness</li><li>- Performs with a high level of stylistic and personal expression</li></ul>	4
<ul style="list-style-type: none"><li>- Performs with sound solo/ensemble awareness</li><li>- Performs with sound stylistic and personal expression</li></ul>	3
<ul style="list-style-type: none"><li>- Performs with basic solo/ensemble awareness</li><li>- Performs with basic stylistic and personal expression</li></ul>	2
<ul style="list-style-type: none"><li>- Performs with limited solo/ensemble awareness</li><li>- Performs with limited stylistic and personal expression</li></ul>	1

## MARKING GUIDELINES – WORKSHOP

Guideline	Mark/Grade
<ul style="list-style-type: none"><li>- Clearly shows (using extensive examples) an extensive vision for HSC repertoire, enthusiastically taking on board suggestions and critiques.</li></ul>	13-15
<ul style="list-style-type: none"><li>- Clearly shows (using examples) a vision for HSC repertoire, taking on board suggestions and critiques.</li></ul>	10-12
<ul style="list-style-type: none"><li>- Clearly shows (using some examples) a sound vision for HSC repertoire, mostly taking on board suggestions and critiques.</li></ul>	7-9
<ul style="list-style-type: none"><li>- Shows (using some basic examples) a basic vision for HSC repertoire, taking on board some suggestions and critiques.</li></ul>	4-6
<ul style="list-style-type: none"><li>- Shows (with no examples) a limited vision for HSC repertoire, but not taking on board suggestions and critiques.</li></ul>	1-3

FEEDBACK: