

# VCE VET Music Industry

## Certificate III in Music

### Performance examination – October

#### Description

The student(s) will give a live performance either as a single performer (either as a solo performance or within a music group), or in a music group of between two and eight performers.

The examination will be assessed by a panel of examiners, using criteria published annually by the Victorian Curriculum and Assessment Authority (VCAA).

The examination will be completed under the following time conditions.

Single performer being assessed within a group – 25 minutes

Two or three performers being assessed within a group – 30 minutes

Four or five performers being assessed within a group – 35 minutes

Six or more performers being assessed within a group – 45 minutes

The time indicated will be the maximum time for performance. If the performance is still in progress when the maximum time has been reached, the assessors will stop the performance.

The student(s) will be assessed in relation to the following units of competency.

CUSMPF04A Prepare self for performance

CUSMGE01A Maintain self or group in music

CUSMGE12A Maintain and expand music knowledge and critical listening skills

CUSMPF06A Extend technical skills in performance

Each student/group is required to perform works artistically and in a cohesive set of repertoire.

The work of each student presenting for assessment within the group must be clearly discernible. The overall group program should allow each student presenting for assessment to clearly demonstrate his/her performance skills in accordance with the assessment criteria.

Students will demonstrate specialist performing skills in a prepared program. The program will be from arrangements/orchestrations which show the work of the student clearly and should include contrasting works within a cohesive set.

Details of the performance order in the program must be provided on the performance program sheet (provided by the VCAA prior to the examination period). This program sheet must be presented by the student(s) at the examination centre immediately prior to the commencement of the examination.

The performance program sheet will form part of the assessment and should present a written outline of the performance and program, as well as a statement outlining the market appropriate for the material.

Students must use at least three works in their performance examination.

The student's part within the group performance (or within a single performer situation) will enable the student to demonstrate the ability to perform on an instrument(s) (or voice) with technical accuracy, control and flexibility, and with an understanding of the overall concept of the works in the program.

#### Conditions

An examination is defined as a single assessment period between 25 and 45 minutes.

Students presenting for assessment may only be assessed in one examination.

Students presenting for examination may not perform as non-assessed performers until they have completed the examination in which they are to be assessed.

No audience will be allowed in the examination room during the examination.

Performers may change instruments during the examination.

Students presenting for assessment will be assessed on all nominated instruments (including voice) on which they perform during the examination.

There should only be one performer per musical part to ensure that the work of each assessed student can be clearly identified.

The sound volume during the examination must be within the limits prescribed by health and safety regulations as 'safe'.

Students will bring their own instrument(s) to the performance examination. An acoustic piano will be provided if required. All other equipment including PA systems, amplifiers and music stands must be provided by the student(s). Provision should be made for equipment failure; for example, students should bring spare strings, reeds, cables.

The performers may use any resources normally used by the group. No electronic mixing or adjusting of the sound by a person, other than a student performer, will be allowed during the performance.

A maximum of 30 minutes will be allowed for groups to set up and complete any required sound-check/warm-up activities. Teachers and other personnel may not assist in this activity – set-up activities must be performed by group members.

Students are encouraged to perform original works and perform without written prompts, however sheet music may be used. At least one work in the program must be completed without the aid of written prompts (that is, from memory). If sheet music is used, a copy will need to be provided by the student(s) for use by the assessors during the performance.

Works submitted as 'original' works must be verified, as the original work of the student(s), by the school – this verification must be included on the performance program sheet.

## **Group composition**

For the purposes of assessment in this subject, a student performer is defined as a person enrolled (in the current calendar year) in the scored assessment component of the VCE VET Certificate III in Music.

A group may be composed of student performers and non-student performers according to the following guidelines.

The number of performers, student and non-student, in the group is to be limited to a maximum of ten.

For the purposes of the examination, the student performers within the group who are being assessed in the examination will be identified to the assessors.

The non-assessed performers in the group may be drawn from the following categories.

- Students who are enrolled (in the current calendar year) in a Unit 3/4 sequence in a VCE or VCE VET music program
- Teachers (to a maximum of two in the group)
- Non-VCE and non-VCE VET persons (to a maximum of four in the group).

During the examination performance, the non-assessed performers must contribute only in a support role, as supporting instrumentalists/vocalists, to the assessed performers. The program must be designed and performed in such a way that the non-assessed performers do not assume anything other than a support role for the performance.

## **Authentication**

The works performed will be determined by the school in accordance with the description of the task.

Details of group formats should be submitted by a date determined annually by the VCAA. Performance examinations will be conducted in an acoustically suitable space, determined by the VCAA.

Performance examinations will be conducted on a date or dates to be notified in the *VCE and VCAL Administrative Handbook*. VCAA examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.

## Contribution to final assessment

The performance examination will contribute 34% to the final scored assessment.

## Examination criteria

The examination will address all of the criteria. All students will be assessed against each criterion.

Each student will be assessed on the extent to which their performance demonstrates accomplishment of the criteria. In this context, the term 'extent' refers to the **range** of ways in which each criterion is met, and the **degree of difficulty** involved in meeting each criterion.

1. Skill in using performance techniques relevant to the selected area of specialisation accurately.  
*Precision in timing, rhythm, and as appropriate to the instrument(s) (or voice(s)), precision of intonation, accuracy of words sung and clarity of diction*
2. Skill in using performance techniques relevant to the selected area of specialisation with control.  
*Dexterity, fluency and flexibility of the student's performing technique on their instrument(s). The level of technical control in performing the changes in the music, for example dynamics and rhythmic patterns*
3. Skill in using a range of performance techniques relevant to the selected area of specialisation to engage an audience.  
*Skill in realising the potential expressiveness and versatility of instrument(s)(or voice(s)) throughout the program*
4. Skill in performing with musicality through creativity, individuality and originality.  
*Ability to communicate a personal interpretation of the musical selections, and/or perform music that contains improvisation and/or originality, as appropriate to the style(s) of music performed*
5. Skill in performing as a member of a group and placing the instrument (or voice) appropriately within the group.  
*Ability to interact with the other group members to contribute to the success of the group's performance and the ability to balance the sound of the student's instrument(s) and their musical parts within the group according to the varying nature of their instrument(s) and the requirements of each work*

### OR

Skill in performing as a solo performer (not in a group performance).

*Ability to demonstrate a consistent interpretation of each work presented in the role of presenter of the main musical ideas and accuracy in performance of rhythm, pitch, articulation, timing and phrasing in each of the works presented*

6. Skill in the presentation of the program of music as a cohesive program.  
*Ability to communicate the musical program through the use of non-musical elements of the performance, such as the structure and continuity of the program, stage management, visual appearance, performance etiquette, manner and/or movement, as appropriate to the repertoire*
7. Fluency in performance of a range of performance techniques relevant to the selected area of specialisation and in performance of the program.  
*Performance of the works in the program demonstrating a range of performance techniques relevant to the selected area of specialisation that reflect the repertoire selected, including fluency in performance of the range of performance techniques relevant to the selected area of specialisation and fluency in the structure and continuity of the program as a whole*
8. Skill in using technology and OHS principles appropriate to the performance program.  
*Ability to apply principles of OHS in physical stance and posture during performance; ability to use the body effectively to sustain effective performance over the required performance time; skill in using equipment/technology in an effective manner*
9. Presentation techniques appropriate to the style(s) represented and conventions of performance.  
*Includes presentation techniques for adjusting to performance conditions, structure and continuity of the program as a whole as appropriate to the instrument(s) and the style(s) represented in the program. Conventions of performance include demonstrating poise and focus throughout the performance and the incorporation of presentation elements into the performance throughout the program*