

The accreditation period for VCE Music Investigation has been extended and expires 31 December 2022.

# VCE Music Investigation

## 2017–2022

### Performance examination – October

#### Assessment criteria

Each student presenting for assessment will be assessed on the extent to which their live performance demonstrates accomplishment of the assessment criteria.

Criteria will be equally weighted.

All students will be assessed against the following criteria.

#### 1. Compliance with the requirements of the task

- At least **four** contrasting works that are representative and characteristic of the music style, tradition and/or genre investigated across Units 3 and 4
- At least **one** work must be selected from a current prescribed list as published on the VCAA website or be an approved alternative work
- Performance configurations (solo or group) and use of non-assessed group performer(s) or accompanists in accordance with the examination specifications
- Performer's Statement completed and submitted prior to commencement of examination

#### 2. Skill in performing accurately and with clarity

- Precision of pitch, rhythm, articulation, dynamics and phrasing as appropriate to the performance conventions within the styles performed
- Clarity of passage work, as appropriate to selected instrument(s) and conventions of selected repertoire

#### 3. Skill in performing a range of techniques with control and fluency within the context of the Investigation Topic

- The program selected contains a range of instrumental or vocal techniques that reflect the instrument's(s') expressiveness and versatility
- The techniques are performed securely and with control, fluency and dexterity

#### 4. Skill in producing a range of expressive tonal qualities relevant to the Investigation Topic

- The ability to perform a range of tonal qualities across the program
- Quality and projection of tone production as appropriate to the instrument and relevant to the selected repertoire
- The ability to vary tone in a way that is appropriate

**5. Skill in the interpretive control of articulation and phrasing within the context of the Investigation Topic**

- Creation of purposeful shape through artistic variation of expressive elements, including phrasing, articulation and dynamics
- Communication beyond the source material (notation and/or reference recording of a work) by using appropriate nuances and performance techniques

**6. Skill in differentiating the musical lines in the selected works as appropriate to the Investigation Topic and as appropriate to the instrument and/or instrumental context (i.e. solo or multi-instrumental contexts)**

- The delineation of the main music ideas and balancing of the musical parts within each work
- Internal communication and synchronisation in the performance parts

**7. Skill in differentiating the structures and textures within each work as appropriate to the Investigation Topic**

- The performance communicates understanding of the variety of structures and textures contained in the program, including the interpretation of repeated sections
- Effective differentiation of, and transition between, the structures and textures within each work of the program
- The variety of structures and textures in the program is representative of structures and textures that are characteristic of the Investigation Topic

**8. Skill in presenting an interpretation of the works that is informed by historical and/or contemporary practices and conventions relevant to the Investigation Topic**

- Across the program, an understanding of performance practice(s) relevant to the Investigation Topic is demonstrated through the presentation of informed interpretations framed on performance practices relevant to each work and/or the nominated Investigation Topic

**9. Skill in performing with musicality through creativity and individuality**

- Understanding of the Investigation Topic is communicated through individuality and creativity within performance practices appropriate to the Investigation Topic that may involve improvisation and/or a re-imagining of the original work(s)

and/or

- A personal interpretation of the works

**10. Skill in demonstrating how the works in the program are representative of the Investigation Topic**

- The degree to which the student succeeds through their performance in making connections between works in the program and the Performer's Statement, such as factors that unify the program or realising characteristics relevant to the Investigation Topic
- The extent to which the program demonstrates diversity appropriate to the Investigation Topic

**11. Skill in the presentation of a cohesive program relevant to the Investigation Topic**

- The cohesiveness of the program design, order and delivery in relation to the Performer's Statement
- Use of relevant musical elements of performance presentation
- The flow of the presentation of the program (which may include brief verbal commentary)
- Effective musical communication with the audience (assessors)