

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

# VCE Music Performance

## 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.

Solo performer	Group performer
1. Compliance with requirements of the task <ul style="list-style-type: none"> <li>• The requirements of the program are stipulated in the <i>VCE Music Study Design</i> on page 44. The program must comply with the requirements for the selected instrument as published in the Prescribed List of Notated Solo Works.</li> </ul>	1. Compliance with requirements of the task <ul style="list-style-type: none"> <li>• The requirements of the program are stipulated in the <i>VCE Music Study Design</i> on page 44. The program must contain at least two works selected from the Prescribed List of Group Works and be performed in accordance with the guidelines as outlined in the introduction.</li> </ul>
2. Skill in performing accurately and with clarity <ul style="list-style-type: none"> <li>• accuracy as notated (including pitch) at referenced tempi</li> <li>• clarity of passage work and timing as appropriate to the instrument</li> </ul>	2. Skill in performing accurately and with clarity <ul style="list-style-type: none"> <li>• accuracy of pitch, rhythm, articulation, dynamics and phrasing, and the ability to play in time with the other members of the group</li> <li>• clarity of passage work and timing as appropriate to each instrument</li> </ul>
3. Skill in performing a range of techniques with control and fluency <ul style="list-style-type: none"> <li>• a range of techniques that is reflective of the range in the prescribed list is performed throughout the program</li> <li>• techniques are performed with dexterity and flexibility</li> <li>• control is maintained, particularly through dynamic and tempo transitions</li> <li>• each work is performed fluently</li> </ul>	3. Skill in performing a range of techniques with control and fluency <ul style="list-style-type: none"> <li>• a range of techniques that is reflective of the potential expressiveness and versatility of the instrument(s) is performed throughout the program</li> <li>• techniques are performed fluently with dexterity and flexibility</li> <li>• control is maintained, particularly through dynamic and tempo transitions</li> <li>• each work is performed fluently</li> </ul>

Solo performer	Group performer
<p>4. Skill in producing a range of expressive tonal qualities</p> <ul style="list-style-type: none"> <li>• performance of a range of tonal qualities throughout the program that is reflective of the range in the prescribed list</li> <li>• quality and projection of tone production throughout the dynamic range as appropriate to the instrument throughout the program</li> </ul>	<p>4. Skill in producing a range of expressive tonal qualities</p> <ul style="list-style-type: none"> <li>• performance of a range of tonal qualities throughout the program that is reflective of the variety of styles in the program</li> <li>• quality and projection of tone production throughout the dynamic range as appropriate to the instrument</li> </ul>
<p>5. Skill in expressive communication through articulation and phrasing</p> <ul style="list-style-type: none"> <li>• creation of musical shape through phrasing as appropriate to the instrument and program</li> <li>• appropriate use of a variety of articulations as represented in the prescribed list</li> <li>• expressive communication beyond the notation through the use of appropriate nuances, including accent, articulation, ornamentation and embellishments, phrasing and instrument-specific techniques</li> </ul>	<p>5. Skill in expressive communication through articulation and phrasing</p> <ul style="list-style-type: none"> <li>• creation of musical shape through phrasing as appropriate to the instrument and program</li> <li>• appropriate use of a variety of articulations throughout the program</li> <li>• expressive communication beyond the notation/reference recording of a work through the use of appropriate nuances that include accent, staccato, legato, instrument-specific techniques, ornaments and embellishments, and clarity of phrasing</li> </ul>
<p>6. Skill in differentiating the musical lines</p> <ul style="list-style-type: none"> <li>• the program presented contains a range of textures and demonstrates a variety of interactions between the parts, including: <ul style="list-style-type: none"> <li>– the balance, empathy and synchronisation between solo and accompaniment, or between parts in a multi-part unaccompanied solo</li> <li>– the appropriate balancing of levels as well as interaction with the parts of the accompaniment</li> </ul> </li> </ul>	<p>6. Skill in placing the instrument appropriately in the group</p> <ul style="list-style-type: none"> <li>• the sound of the student's instrument and their music parts within the group is appropriate to the varying nature of their instrument(s) and the requirements of each work, including the balance, empathy and synchronisation between instruments and parts</li> <li>• the appropriate balancing of levels as well as interaction between performers</li> </ul>
<p>7. Skill in differentiating the structures and characteristics of each work</p> <ul style="list-style-type: none"> <li>• performance of a range of structures throughout the program that is reflective of the range in the prescribed list</li> <li>• differentiation of structures and establishment of a relationship between structures to bring out the main elements in the performance of each work</li> <li>• effective transition between sections/structures</li> <li>• shaping of the performance of each work to create a clear sense of musical direction</li> </ul>	<p>7. Skill in presenting an informed interpretation of a range of styles</p> <ul style="list-style-type: none"> <li>• use of a variety of conventions appropriate to the style of each of the works selected for performance</li> <li>• informed performance of a range of styles</li> <li>• the use of performance techniques relevant to the style(s) of each work to bring out the main music ideas and characteristics</li> </ul>

MUSIC PERFORMANCE (PERFORMANCE – CRITERIA)

Solo performer	Group performer
<p>8. Skill in presenting an informed interpretation of a range of styles</p> <ul style="list-style-type: none"> <li>• performance of works from a range of styles, eras and/or geographical locations that is reflective of the range in the prescribed list</li> <li>• informed performance of a range of styles reflecting consideration of relevant influences</li> <li>• the use of conventions in performance</li> </ul>	<p>8. Skill in performing as a member of the group</p> <ul style="list-style-type: none"> <li>• interaction with the other group members to contribute to the success of the group's performance</li> </ul>
<p>9. Skill in performing with musicality through creativity and individuality</p> <ul style="list-style-type: none"> <li>• communication of personal interpretations of the musical selections as appropriate to the styles of music performed</li> </ul>	<p>9. Skill in performing with musicality through creativity and individuality</p> <ul style="list-style-type: none"> <li>• communication of a personal interpretation of the musical selections, and/or performance of music that contains improvisation as appropriate to the style(s)</li> </ul>
<p>10. Skill in presenting a musical program within appropriate performance conventions</p> <ul style="list-style-type: none"> <li>• use of poise and focus in the performance</li> <li>• structure and continuity of the program as a whole</li> <li>• use of performance conventions relevant to the style of each work in the program, including stage management, performance etiquette and manner and/or movement</li> <li>• ability to adjust to performance conditions</li> </ul>	<p>10. Skill in presenting a musical program within appropriate performance conventions</p> <ul style="list-style-type: none"> <li>• use of poise and focus in the performance</li> <li>• structure and continuity of the program as a whole</li> <li>• use of performance conventions relevant to the style of each work in the program, including stage management, performance etiquette and manner and/or movement</li> <li>• ability to adjust to performance conditions</li> </ul>