

# VCE VET Music Industry: Performance

## Performance examination – October

### Examination specifications

#### Overall conditions

The examination will be undertaken at a time, date and location to be set annually by the Victorian Curriculum and Assessment Authority (VCAA). VCAA examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.

The examination time, date and location for each student, and related examination documentation will be made available by the VCAA directly to education and training providers with students enrolled in the scored component of VCE VET Music Industry: Performance for the year in question in Term 3 as a VASS download.

Students presenting for assessment will have a maximum of 30 minutes in the examination room, immediately prior to the examination, to set up and/or complete any required warm-up activities and/or sound checks.

Performances must not exceed the following maximum lengths of time:

- 25 minutes for a solo performance or for a single student presenting for assessment in a group
- 30 minutes for two or three students presenting for assessment in a group
- 35 minutes for four or five students presenting for assessment in a group
- 45 minutes for six students presenting for assessment in a group (maximum)

If the performance is still in progress when the maximum length of time has been reached, the assessors will stop the performance.

The examination will be marked by a panel appointed by the VCAA.

The examination will contribute 50 per cent to the study score.

### Content

The VCE VET Music Industry: Performance examination will be based on the assessment requirements and the following units of competency from Units 3 and 4.

#### Compulsory units of competency:

- |             |   |           |          |
|-------------|---|-----------|----------|
| • CUAMPF301 | Develop technical skills in performance | Release 1 | 20 hours |
| • CUAMPF402 | Develop and maintain stagecraft skills  | Release 1 | 70 hours |

#### Elective units of competency:

- |             |                                  |           |          |
|-------------|----------------------------------|-----------|----------|
| • CUAMPF404 | Perform music as part of a group | Release 1 | 70 hours |
| <b>OR</b>   |                                  |           |          |
| • CUAMPF406 | Perform music as a soloist       | Release 1 | 70 hours |

The performance examination will focus on an understanding of the performance and knowledge evidence, as described in the elements and performance criteria, and the assessment conditions set out in the assessment requirements document for each unit of competency.

Foundations skills are incorporated in the performance criteria that are required for competent performance.

## Performance configuration requirements

Students presenting for assessment must be enrolled in the scored component of VCE VET Music Industry: Performance for the year in question. Each student will be assessed as a solo performer or as a group performer according to their VASS enrolment, confirmed by teachers/trainers on a date determined annually by the VCAA, and according to the performance configuration nominated in the examination documentation presented by students at the examination centre immediately prior to the examination.

Students may present for assessment only **once**; however, they may perform as a non-assessed accompanist/group performer in other VCE VET Music Industry: Performance examinations **after** they have completed the examination in which they are to be assessed.

During the examination, non-assessed accompanists/group performers must contribute only in a supporting role, for example as supporting instrumentalists/vocalists, to the student(s) presenting for assessment. The program of music performed must be designed and performed in such a way that non-assessed accompanists/group performers do not assume anything other than a supporting role for the performance.

A student presenting for assessment in a **solo performance** must:

- be enrolled in the elective unit of competency **CUAMPF406 Perform music as a soloist**
- perform either completely solo and/or accompanying themselves, and/or with a pre-recorded accompaniment, and/or with **one** non-assessed accompanist at a time (although the non-assessed accompanist may change throughout the performance program as required).

Non-assessed accompanists may include:

- students enrolled in the scored component of VCE VET Music Industry: Performance (**after** they have completed the examination in which they are to be assessed) and/or VCE Music Performance and/or VCE Music Investigation and/or VCE Music Style and Composition for the year in question
- teachers/trainers
- individuals not associated with the VCE or VCE VET programs.

A student presenting for assessment in a **group performance** must:

- be enrolled in the elective unit of competency **CUAMPF404 Perform music as part of a group**
- be part of a group containing between two and ten performers, of whom the maximum number of students presenting for assessment is six, with the remaining performers being non-assessed group performers
- be identified to assessors
- perform an obviously discernible role that allows them to clearly demonstrate their performance skills in accordance with the prescribed assessment criteria.

Non-assessed group performers may include:

- students enrolled in the scored component of VCE VET Music Industry: Performance (**after** they have completed the examination in which they are to be assessed) and/or VCE Music Performance and/or VCE Music Investigation and/or VCE Music Style and Composition for the year in question
- a maximum of two teachers/trainers
- a maximum of four individuals who are not associated with the VCE and/or VCE VET programs.

## Format

The examination will take the form of a live performance of a program of works. Students will also submit related examination documentation.

## Program of works

Each student presenting for assessment is required to perform an artistic and cohesive program of works. The program must:

- include at least **three** works
- include at least **one** work performed from memory
- include contrasting works
- be from arrangements/orchestrations that allow the work of the student presenting for assessment to be clearly demonstrated
- facilitate demonstration of specialist performing skills
- be presented as a gig in an authentic, dynamic and well-constructed program of works based on information contained in the related examination documentation
- **not** include works presented in Units 3 and 4 of VCE Music Performance and/or VCE Music Investigation.

Each student presenting for assessment should demonstrate the ability to perform using one or more instruments (and/or technology/voice) with technical accuracy, control and flexibility, and with an understanding of the overall concept of the works in the program.

There should be only one performer per musical part to ensure the work of each student presenting for assessment is clearly discernible.

Students presenting for assessment and non-assessed accompanists/group performers may change instruments (and/or technology/voice) during the examination. Students presenting for assessment will be assessed on all instruments (and/or technology/voice) on which they perform during the examination.

## Examination documentation

Each student presenting for assessment must complete a Performance Program Sheet and Industry Statement Form. Both documents form part of the assessment process. These documents, together with the Student Advice Slip, must be presented by each student presenting for assessment at the examination centre prior to the examination. Personal identification, showing the student's full name and a clear colour photograph, is also required.

- The Performance Program Sheet requires students to state their nominated instrument(s) (and/or technology/voice), market focus, performance configuration (solo or group) and information relating to the works being presented for assessment.
- The Industry Statement Form requires students to describe their area of specialisation, the market appropriate for the program being presented and the stylistic focus of the performance.

- The Student Advice Slip verifies the student's enrolment in the scored component of VCE VET Music Industry: Performance.

These documents will be made available by the VCAA directly to education and training providers with students enrolled in the scored component of VCE VET Music Industry: Performance for the year in question in Term 3 as a VASS download.

## Criteria

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

Criteria will be equally weighted.

Students will be assessed against the following criteria.

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

- Minimum of three works performed
- At least one work performed from memory
- Performance configurations (solo or group) and use of non-assessed accompanist(s)/group performer(s), when needed, met
- Performance Program Sheet and Industry Statement Form completed and submitted prior to commencement of examination
- Program of works performed in accordance with information contained in the Performance Program Sheet and Industry Statement Form
- Work health and safety (WHS) principles applied appropriately in the performance

### 2. Skill in performing with accuracy and control

Accuracy and control of the rhythm, pitch, articulation, timing and phrasing, and tuning, as appropriate to the instrument/technology/voice and area of specialisation

### 3. Skill in realising the expressiveness and versatility of instrument(s)/technology/voice throughout the program

Use of performance techniques such as phrasing and shaping music, maintaining a strict tempo, and artistic use of accent, crescendo, diminuendo, staccato, silence, legato, tenuto, rubato, ritardando, accelerando, pitch bending and other techniques, as appropriate to the area of specialisation

### 4. Ability to demonstrate variety in musical elements and conventions relevant to the area of specialisation

Skill in using variety of duration (rhythm, meter, pattern) and/or melody and harmony (scales, chords, chord progressions), and music systems relevant to the area of specialisation

### 5. Ability to demonstrate originality and innovative approaches in interpretation within the performance configuration (solo or group)

Skill in creativity and interpretation, and the ability to demonstrate appropriate musical nuance, an individual style of musical expression, and original and innovative approaches to stage performances relevant to the area of specialisation

**6a. Ability to listen critically to one's own performance and continuously adjust one's own performance to produce the required outcomes relevant to the area of specialisation (Solo performance)**

OR

**6b. Ability to listen critically to the performance of others and respond, interact and collaborate appropriately, adjusting the performance to achieve required outcomes relevant to the area of specialisation (Group performance)**

**7. Skill in presenting a cohesive program of music**

Skill in presenting an authentic (in relation to the selected area of specialisation), dynamic and well-constructed program of music with appropriate sequencing of items and appropriate choice of repertoire

**8. Ability to observe and maintain protocols appropriate to the area of specialisation**

Skill in communicating effectively through original and innovative approaches to personal stagecraft, expressing appropriate dramatic nuance, while taking venue and style performance into account

**9. Skill in presenting a confident performance through consistent focus and energy, and with pacing appropriate to the area of specialisation**

Skill in applying a range of personal stagecraft skills to engage audiences while performing a suitably paced and focused performance

**10. Ability to demonstrate key stagecraft skills in relation to the selected area of specialisation and market appropriate for the program of music**

- Skill in applying a range of stagecraft skills to present a coherent and appropriate image that enhances performances
- Effective use of non-musical elements in performance including movement, facial expressions, way of holding instrument(s) or equipment and effective use of the performance space

**Approved materials and equipment**

An acoustic piano will be provided.

Students presenting for assessment and non-assessed accompanists/group performers must bring their own instrument(s)/technology and any other equipment normally used during a live performance, including playback equipment for pre-recorded accompaniment, PA systems, amplifiers and music stands.

Students presenting for assessment and non-assessed accompanists/group performers may use sheet music and/or other musical notation; however, at least one work must be performed from memory by students presenting for assessment. It is optional to provide a copy of sheet music and/or musical notation prior to the examination for use by assessors.

Electronic mixing or adjusting of the overall sound, including tone, volume and balance, by any person other than the student(s) presenting for assessment is **not** permitted. Non-assessed accompanists/group performers may adjust the sound of their own instrument(s) (and/or technology/voice) so long as the adjustment does not adjust the sound of the instrument(s) (and/or technology/voice) of the student(s) presenting for assessment.

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

It should be noted that lighting, props or other elaborate staging will not be assessed and will not contribute to the marking of the performance.

Audiences will not be permitted in the examination room during the examination.

## **Relevant references**

The following publications should be referred to in relation to the VCE VET Music Industry: Performance examination:

- *VCE VET Music Industry Program Booklet – Extract* (published January 2017)
- *VCE VET Assessment Guide* (published February 2010)
- *VCAA Bulletin*

## **Advice**

Teachers/trainers with students unable to meet performance conditions should contact the VCE Assessment Unit for further advice.