VCE Music Investigation 2017–2022

Performance Descriptors

| **VCE MUSIC INVESTIGATION**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
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| **Performance Descriptors** | | | | | |
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| ***Unit 3  Outcome 1:***  ***Demonstrate understanding of practices and issues that inform performance of works that are representative of a selected music style, tradition and/or genre relevant to the Investigation Topic*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Material presented in the Report is of very limited relevance to the Investigation Topic.  Demonstrates very low level knowledge of relevant characteristics of music style/s, tradition/s and/or genre/s and associated performance techniques and conventions. | Material presented in the Report is of limited relevance to the Investigation Topic.  Demonstrates a limited knowledge of relevant characteristics of music style/s, tradition/s and/or genre/s; associated performance techniques and conventions. | Material presented in the Report is generally relevant to the Investigation Topic.  Demonstrates broad, general knowledge of relevant characteristics of music style/s, tradition/s and/or genre/s and associated performance techniques and conventions. | Material presented in the Report presents a detailed overview of a performer’s practices of the Investigation Topic.  Demonstrates detailed knowledge of specific characteristics of music style/s, tradition/s and/or genre/s and associated performance techniques and conventions. | Material presented in the Report presents a cohesive overview of a performer’s perspective of the Investigation Topic.  Demonstrates detailed, comprehensive and insightful knowledge of specific characteristics of music style/s, tradition/s and/or genre/s and associated performance techniques and conventions. |
| ***Outcome 2:***  ***Compose, improvise and/or arrange original music exercises and document and discuss music characteristics and performance practices relevant to the Investigation Topic*** | Music examples used in the report and presentation add little additional information about the Investigation Topic and are very limited in scope. | Music examples used in the report and presentation add some additional information about the Investigation Topic and are limited in scope. | Music examples used in the report and presentation add relevant information and communicate a broad, general understanding of the Investigation Topic. | Music examples used in the report and presentation add relevant information and communicate a deep and broad understanding of the Investigation Topic. | Music examples used in the report and presentation add relevant information and communicate an insightful, deep and broad understanding of the Investigation Topic. |
| ***Outcome 3:***  ***Present a performance of music works and communicate knowledge and understanding of a specific music style, tradition and/or genre relevant to the Investigation Topic*** | Exercises created by the student offer very limited scope to address identified performance challenges and provide very limited evidence of research into relevant performance practices. | Exercises created by the student offer limited scope to address identified performance challenges and provide limited evidence of research into relevant performance practices. | Exercises created by the student appropriately address identified performance challenges and provide evidence of satisfactory research into some aspects of performance practice. | Exercises created by the student target specific identified performance challenges and provide evidence of thorough research into a broad range of performance practices. | Exercises created by the student comprehensively target specific performance challenges, and are musically interesting; provide evidence of extensive research into a broad and diverse range of performance practices. |
| Performance of technical and other material in the presentation demonstrate a very limited range of relevant performance techniques and conventions.  Lacks expression and has limited accuracy. | Performance of technical and other material in the presentation demonstrate a limited range of relevant performance techniques and conventions.  Demonstrates some accuracy and fluency and uses a limited range of expression. | Performance of technical and other material in the presentation demonstrates a range of relevant performance techniques and conventions.  Is generally accurate and fluent and uses appropriate expression. | Performance of technical and other material in the presentation demonstrates a wide range of relevant performance techniques and conventions.  Demonstrates accuracy and well controlled fluency with a wide and varied range of characteristic expressive qualities. | Performance of technical and other material in the presentation demonstrates a wide range of stylistically specific performance techniques and conventions.  Demonstrates a very high level of accuracy and fluency with a wide and varied range of characteristic expressive qualities. |
| Presentation/performance commentary provides a very limited description of features and characteristics of styles or genres relevant to the Investigation Topic.  Very limited range of relevant music terminology. | Presentation/performance provides a limited discussion of features and characteristics of styles or genres relevant to the Investigation Topic.  Limited range of relevant music terminology is used. | Presentation/performance provides clear explanation of features and characteristics of styles or genres relevant to the Investigation Topic.  Relevant music terminology in a mostly accurate way is used. | Presentation/performance provides detailed explanation of features and characteristics of styles or genres relevant to the Investigation Topic  Relevant music terminology is accurately used. | Presentation/performance provides an informed and sophisticated explanation of features and characteristics of styles or genres relevant to the Investigation Topic  Style-specific music terminology is accurately used. |
| Responses to questions provide very little consistency with information in the report and presentation.  Very limited range of relevant music terminology is used. | Responses to questions provide limited consistency with information in the report and presentation.  Limited range of relevant music terminology presentation is used. | Responses to questions provide consistency with information in the report and presentation.  Relevant music terminology in a mostly accurate way is used. | Responses to questions provides detail and consistency with information in the report and presentation.  Relevant music terminology is accurately used. | Responses to questions provide additional information as well as consistency to the report and presentation.  Use style-specific music terminology is used accurately and confidently. |

KEY to marking scale based on the Outcome contributing 40 + 40 + 20 = 100 marks

Task 1: report including written, audio and visual components

| Very low 1–8 | Low 9–16 | Medium 17–24 | High 25–32 | Very high 33–40 |
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Task 2: presentation including exercises created by the student and material from technical work program

| Very low 1–8 | Low 9–16 | Medium 17–24 | High 25–32 | Very high 33–40 |
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Task 3: responses to questions about material presented in the Report and the Presentation

| Very low 1–4 | Low 5-8 | Medium 9-12 | High 13-16 | Very high 17-20 |
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