VCE Music Performance 2017–2022

Performance Descriptors

| **VCE MUSIC PERFORMANCE****SCHOOL-ASSESSED COURSEWORK** |
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| **Performance Descriptors** |
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| ***Unit 3******Outcome 3******Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works*** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| ***Aural and theory*** |
| Identification of short excerpts of music presented aurally and in writing is very limited in accuracy, with limited clarity. | Identification of short excerpts of music presented aurally and in writing with some accuracy. | Identification of short excerpts of music presented aurally and in writing is generally accurate. | Identification of short excerpts of music presented aurally and in writing is detailed, clear and accurate. | Identification of short excerpts of music presented aurally and in writing is thorough, clear and highly accurate. |
| A very limited level of aural comprehension skill and knowledge of relevant music theory principles is demonstrated. | A limited level of aural comprehension skill and knowledge of relevant music theory principles is demonstrated. | A moderate level of aural comprehension skill and knowledge of relevant music theory principles is demonstrated. | A proficient level of aural comprehension skill and knowledge of relevant music theory principles is demonstrated. | A highly proficient level of aural comprehension skill and a thorough knowledge of relevant music theory principles is demonstrated. |
| Notation of short excerpts of music presented aurally and in writing is very limited in accuracy and clarity. | Notation of short excerpts of music presented aurally and in writing has limited accuracy and some clarity.  | Notation of short excerpts of music presented aurally and in writing is generally accurate, and mostly clear.  | Notation of short excerpts of music presented aurally and in writing is accurate and clear. | Notation of short excerpts of music presented aurally and in writing is consistently accurate and very clear. |
| Very limited accuracy and completion evident in transcription tasks. | Some accuracy with some completion shown in transcription tasks. | Mainly accurate with generally complete transcription tasks. | Highly accurate and complete transcription tasks. | Highly accurate and thoroughly completed transcription tasks. |
| ***Written*** |
| Very limited understanding of ways performers have interpreted and manipulated expressive elements of music is demonstrated. | Some discussion of ways performers interpret and manipulate expressive elements of music. | Mostly relevant and clear discussion of ways performers interpret and manipulate expressive elements of music. | Relevant clear and substantiated discussion of ways performers interpret and manipulate expressive elements of music. | Insightful, detailed and substantiated discussion of ways performers interpret and manipulate expressive elements of music. |
| ***Unit 3******Outcome 3******Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works*** | Very limited use of music terminology. | Some use of music terminology. | Generally clear and relevant use of music terminology. | Accurate and relevant use of music terminology.  | Highly accurate use of a broad range of relevant music terminology.  |
| ***Practical*** |
| Singing/playing of intervals, scales, modes, short melodic phrases and/or chord tone arpeggios is incomplete and/or mostly inaccurate. | Singing/playing of intervals, scales, modes, short melodic phrases and/or chord tone arpeggios is sometimes incomplete and lacking accuracy. | Singing/playing of intervals, scales, modes, short melodic phrases and/or chord tone arpeggios is mainly complete and accurate. | Singing/playing of intervals, scales, modes, short melodic phrases and/or chord tone arpeggios is accurate and features some expressive detail such as dynamics or articulation. | Singing/playing of intervals, scales, modes, short melodic phrases and/or chord tone arpeggios is accurate and presented with expressive detail including dynamics and articulation. |
| Imitation of and/or improvisation on rhythmic patterns is largely inaccurate and/or provides very limited evidence of understanding of beat and meter. | Imitation of and/or improvisation on rhythmic patterns lacks some accuracy and/or provides limited evidence of understanding of beat and meter. | Imitation of and/or improvisation on rhythmic patterns is mostly accurate and provides some evidence of understanding of beat and meter. | Imitation of and/or improvisation on rhythmic patterns is accurate and provides clear evidence of understanding of beat and subdivision, meter and phrasing. | Imitation of and/or improvisation on rhythmic patterns is accurate and expressive and provides very clear evidence of understanding of beat and subdivision, meter, phrasing and articulation. |
| Very limited accuracy and limited completion evident in singing/playing and/or notation of a short diatonic melody. | Some accuracy and some completion is evident in singing/playing and/or notation of a short diatonic melody. | Generally accurate completion is evident in singing/playing and/or notation of a short diatonic melody. | A good level of accuracy and completion is evident in singing/playing and/or notation of a short diatonic melody; expressive detail is included in the performance and/or notation of the melody. | A high level of accuracy and completion is evident in singing/playing and/or notation of a short diatonic melody; highly expressive detail is included in the performance and notation of the melody. |

KEY to marking scale based on the Outcome contributing 20 + 10 + 20 = 50 marks

Aural and theory

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

| Very low 1–2 | Low 3–4 | Medium 5–6 | High 7–8 | Very high 9–10 |
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Practical

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