VCE Music Performance 2017–2022

Performance Descriptors

| **VCE MUSIC PERFORMANCE****SCHOOL-ASSESSED COURSEWORK** |
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| **Performance Descriptors** |
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| ***Unit 4******Outcome 2******Demonstrate and discuss techniques relevant to refining performance of selected works*** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Very limited connection is evident between material presented and identified intentions for presentation and performance of selected works. | Limited connection is evident between material presented and identified intentions for presentation and performance of selected works. | Obvious connections are evident between material presented and identified intentions for refining presentation and performance of selected works. | Detailed connections are evident between the range of material presented and identified intentions for refining use of performance conventions and performance of aspects of selected works. | Nuanced connections are evident between the broad range of material presented and identified intentions for refining use of performance conventions and performance of aspects of selected works. |
| Material presented demonstrates a very limited understanding of how performance of works and general instrumental technique developed over time. | Material presented demonstrates a limited understanding of how performance of works and general instrumental technique developed over time. | Material presented demonstrates a general understanding of how of how general instrumental technique developed and/or refined over time. | Material presented demonstrates an informed understanding of how general instrumental technique developed and refined over time. | Material demonstrates comprehensive and insightful understanding of how general instrumental technique developed and refined enhanced. |
| Exercises created by the student have very limited connection to refining technical and expressive aspects of performance of selected works. | Exercises created by the student are limited in their relevance to refining technical and expressive aspects of performance of selected works. | Exercises created by the student are relevant for refining technical and expressive aspects of performance of selected works. | Exercises created by the student are purposeful and relevant for refining technical and expressive aspects of performance of selected works. | Exercises created by the student are sophisticated and highly appropriate for refining technical and expressive aspects of performance of selected works. |
| ***Unit 4******Outcome 2******Demonstrate and discuss techniques relevant to refining performance of selected works*** | Very limited technical accuracy, control, dexterity, fluency and/or expressive shaping evident in the demonstration. | Limited technical accuracy, control, dexterity and/or fluency is evident in the demonstration and there is limited expressive shaping of the material. | A competent level of technical accuracy, control, dexterity and fluency is evident; expressive shaping of the material is mostly appropriate to the planned interpretation. | A proficient level of technical accuracy, control, dexterity and fluency is sustained throughout the demonstration and expressive shaping of the material is appropriate for the planned interpretations; a sense of artistry is demonstrated regularly. | An outstanding level of technical accuracy, control, dexterity and fluency is sustained throughout the demonstration; expressive shaping of the material is highly appropriate for planned interpretations and a strong sense of artistry is demonstrated consistently. |
| Discussion of how the material presented has been used to realise performance intentions lacks detail and is not substantiated. | Discussion of how the material presented has been used to realise performance intentions lacks clarity and limited substantiation is offered.  | Discussion of how the material presented has been used to realise performance intentions includes some relevant details but is not always substantiated or clear. | Discussion of how the material presented has been used to realise performance intentions is clear, detailed and substantiated. | Discussion of how the material presented has been used to realise performance intentions is comprehensive, cohesive and substantiated in an insightful way. |

KEY to marking scale based on the Outcome contributing 40 + 10 = 50 marks

Task 1: Demonstration of technical material

| Very low 1–8 | Low 9–16 | Medium 17–24 | High 25–32 | Very high 33–40 |
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Task 2: Discussion of how the material has been used to refine performances and build instrumental technique

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