VCE Music Style and Composition 2017–2022

Performance Descriptors

| **VCE MUSIC STYLE AND COMPOSITION****SCHOOL-ASSESSED COURSEWORK** |
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| **Performance Descriptors** |
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|  | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| ***Unit 3 Outcome 2: Analyse and describe the use of the elements of music and compositional devices and discuss the style and the context from which the works emerged.*** | Identification of elements of music and compositional devices In the works selected for study is supported by a limited analysis and demonstrates a very limited understanding of ways in which the works are representative of a particular music style. | Identification of elements of music and compositional devices is mostly relevant to the works selected for study, supported by some relevant analysis and demonstrates a limited understanding of ways in which the works are representative of a particular music style.  | Identification and description of elements of music, compositional devices s relevant to the works selected for study is generally accurate, supported by analysis and demonstrates a clear understanding of ways in which the works are representative of a particular music style. | Identification and description of elements of music and compositional relevant to the works selected for study is accurate and broad-ranging, supported by detailed analysis and demonstrates thorough understanding of ways in which the works are representative of a particular music style. | Identification and description of the treatment of elements of music and compositional devices relevant to the works selected for study is accurate and comprehensive, supported by comprehensive analysis and demonstrates a sophisticated understanding of ways in which the works are representative of a particular music style. |
| Identification and description of contextual issues relevant to the works selected for study is very limited. | Identification and description of contextual issues relevant to the works selected for study is mostly relevant and demonstrates some understanding of ways in which the issues relate to the creation of the works. | Identification and description of contextual issues relevant to the works selected for study is clear and demonstrates a plausible understanding of ways in which the issues relate to the creation of the works. | Identification and description of contextual issues relevant to the works selected for study is accurate and detailed and demonstrates a thorough understanding of ways in which the issues relate to the creation of the works. | Identification and description of contextual issues relevant to the works selected for study is accurate and insightful and demonstrates a sophisticated understanding of ways in which the issues relate to the creation of the works. |
| Use of music examples to support the analysis is very limited. | Use of music examples to support the analysis is limited. | Use of music examples to support the analysis is mostly accurate and clearly presented and adds some relevant information to the analysis. | Use of music examples to support the analysis is accurate, wide-ranging and clearly presented, and adds relevant information to the analysis in a detailed way. | Use of music examples to support the analysis is accurate, wide-ranging, and clearly presented, and adds highly relevant information to the analysis in a sophisticated way. |
| Music terminology and language provides very limited support to the analysis. | Music terminology and language provides limited support to the analysis. | Music terminology and language is used appropriately to support the analysis. | Music terminology and language is used accurately to support a detailed analysis. | Music terminology and language is used accurately and in a sophisticated way to support a comprehensive and insightful analysis. |

KEY to marking scale based on the Outcome contributing 60 marks

Task 1: analysis of selected

| Very low 1–12 | Low 13–24 | Medium 25–36 | High 37–48 | Very high 49–60 |
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