VCE Music Composition

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| **VCE MUSIC COMPOSITION**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance descriptors** | | | | | |
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| **Unit 3**  **Outcome 3**  ***Aurally analyse music from a range of styles and make critical responses to music.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very Low** | **Low** | **Medium** | **High** | **Very high** |
| Lists some relevant music elements or concepts or compositional devices. | Uses some music terminology to identify relevant elements, concepts and/or compositional devices. | Describes use of relevant music elements, concepts and compositional devices in previously unheard music using some appropriate music terminology and mostly accurately identifies and annotates compositional devices. | Explains the use of music elements, concepts and compositional devices in previously unheard works using appropriate music terminology and accurately identifies and annotates use of compositional devices. | Discusses previously unheard music in a considered way, presenting a balanced explanation of the way in which relevant elements, concepts and compositional devices are used, and accurately identifies and annotates use of compositional devices. |
| Attempts to formulate critical responses to music. | Formulates critical responses including subjective responses using limited information evident in the music. | Formulates critical responses including subjective responses mostly substantiated by information evident in the music. | Formulates critical responses including subjective responses substantiated by a range of objective and analytical information evident in the music. | Formulates effective critical responses including subjective responses substantiated by a wide range of objective and analytical information evident in the music. |

KEY to marking scale based on the outcome contributing 20 marks

Task: Responses to structured questions relating to previously unheard music.

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