VCE Music Inquiry

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| **VCE MUSIC INQUIRY**  **SCHOOL-ASSESSED COURSEWORK** | | | | | |
| **Performance descriptors** | | | | | |
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| **Unit 3**  **Outcome 3**  ***Listen and respond to selected music excerpts from a range of styles and identify, describe and discuss the musical characteristics of each, and compare similarities and differences.*** | **DESCRIPTOR: typical performance in each range** | | | | |
| **Very Low** | **Low** | **Medium** | **High** | **Very high** |
| Responds with some relevant words. | Identifies some elements, concepts and/or compositional devices when responding. | Identifies elements, concepts and/or devices relevant to the question. | Identifies, describes and explains the use of elements, concepts, and/or devices (as relevant to the question) using appropriate music terminology and language using some objective information to substantiate the response. | Uses appropriate music terminology and language to Identify, describe and explain (as relevant to the question) how elements, concepts and/or devices contribute to the development of the work. and substantiates the responses with objective and analytical information. |
| Responds with some relevant words. | Links some elements or devices to style and character. | Describes in general terms how elements, concepts and/or devices contribute to style and character. | Uses appropriate language to explain how elements, concepts and/or devices contribute to style and/or character in a work, using some objective information to substantiate the response. | Uses appropriate music terminology to explain how elements, concepts and/or devices contribute to a work or excerpt’s style and character, and substantiates critical responses with objective information. |
| Identifies minimal differences/ similarities between musical approaches. | Identifies some differences/ similarities between musical approaches. | Identifies some similarities and/or differences between musical approaches using some appropriate terminology and language. | Responds to questions about similarities/differences between musical approaches using appropriate terminology and language, and describing or discussing their significance. | Recognises similarities and differences between musical approaches and their significance using music terminology and language in description or discussion. |

KEY to marking scale based on the outcome contributing15 marks

Task: Responses to structured questions.

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| Very Low 1–2 | Low 3–5 | Medium 6–8 | High 9–12 | Very High 13–15 |