



Condobolin High School

Notification of an Assessment Task



Name and Type of Task: Performance

Subject: Stage 5 Music

Task Number: 2

Date Issued: Term 3 Week 4 2024

Date Due: Term 3 Week 9 2024
Wednesday 18th September

Total Marks: 20 Marks

Weighting: 25%

Class Teacher/s: Miss Peace

Head Teacher: Miss Rees

Submission Instructions – Students are to present their performance in class in Wednesday 18th September Week 9, Term 3 2024.

Task Context:

You have explored Musical Theatre in class this term and the varying styles of music that features in this area. You will perform one Musical Theatre piece of your choosing for the class.

Syllabus Outcomes:

5.1: performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.

5.2: performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.

5.3: performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.

Task Description:

You will be required to perform **one Musical Theatre** piece in either a solo or ensemble capacity for the class on your chosen instrument.

The piece must be a minimum of three minutes in length and meet the Musical Theatre topic.

Prior to your performance, you will need to provide a short description of the following:

- *The title of the piece*
- *Which musical is it from?*
- *Who composed the piece?*
- *What is the song about?*
- *What type of musical song is it? (Conflict Song, Opening Number, etc).*

Criteria for Assessing Learning:

You will be assessed on your:

- Selection of an appropriate musical theatre piece to perform in its entirety.
- Ability to perform with confidence as a soloist or as part of ensemble.
- Ability to perform your piece accurately and with expression, portraying your character or the song's content effectively.
- Knowledge of your lyrics, chords and/or melody.
- Demonstration of ensemble leadership (if applicable).

Key Verbs:

Demonstrate – show by example

Describe - Provide characteristics and features.

Performance

Criteria	Marks
<ul style="list-style-type: none"> • Confidently performs as an ensemble member or soloist, demonstrating clear communication skills and (if appropriate) takes on an equal role within an ensemble performance. • Demonstrates fluent technical skills on their chosen instrument. • Performs with an extensive level of musical expression, demonstrating an effective use of dynamics and sensitivity to the song style and content. • Performance meets topic and length requirements. • Song choice is appropriate. • Performance is well organised, with instruments being tuned and/or vocals warmed up beforehand. 	17-20
<ul style="list-style-type: none"> • Performs as an ensemble member or soloist, demonstrating communication skills and (if appropriate) takes on an equal role within an ensemble performance. • Demonstrates well-developed technical skills on their chosen instrument. • Performs with a high level of musical expression, demonstrating a good use of dynamics and sensitivity to the song style and content. • Performance meets topic and length requirements. • Song choice is appropriate. • Performance is organised, with instruments being tuned and/or vocals warmed up beforehand. 	13-16
<ul style="list-style-type: none"> • Performs as an ensemble member or soloist, demonstrating some communication skills. • Demonstrates sound technical skills on their chosen instrument. • Performs with some musical expression, attempts to incorporate dynamic changes into performances. • Performance may meet topic and length requirements or be just under or over. • Song choice is appropriate. • Performance is organised, with instruments being tuned and/or vocals warmed up beforehand. 	9-12
<ul style="list-style-type: none"> • Ensemble and/or solo communication is unclear and does not take on an equal role within performance. • Demonstrates basic technical skills on their chosen instrument. • Performs with little musical expression. • Performance length is under or over the time limit. • Song choice may not be appropriate. • Performance may lack organisation, with some instruments being untuned and/or vocals not warmed up. 	5-8
<ul style="list-style-type: none"> • Performance is incomplete and features technical inaccuracies. • Solo/ensemble communication is unclear. • Little to no musical expression is conveyed. • Performance length is significantly under the time limit. • Song choice is inappropriate. • Performance lacks organisation – instruments are not tuned and/or vocals are not warmed up. 	1-4