

Music — Solo Performance

2012 Chief Assessor's Report



Government
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MUSIC — SOLO PERFORMANCE

2012 CHIEF ASSESSOR'S REPORT

OVERVIEW

Chief Assessors' reports give an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, the quality of student performance, and any relevant statistical information.

GENERAL COMMENTS

More than 720 students in 122 schools undertook this subject. Most students had been well guided by their instrumental/vocal and classroom teachers to choose and present repertoire that showed what they could confidently present, being well within their technical abilities as well as within the limits of their musical understanding. The most successful students performed recognised Solo Performance Repertoire across a range of genres. Solos allow the student sufficient opportunity to present a performance at the highest level against the performance standards for this subject.

In general, most students achieved at a consistent level in both their school assessed and externally assessed performances, most often in cases where the repertoire presented in Assessment 1 and Assessment 2 was completed within the time requirement for the subject and allowed the student to present works that had been previously performed for the final assessment.

SCHOOL ASSESSMENT

Assessment Type 1: First Performance

The performance standards for this subject are often better met at the highest level when the repertoire chosen for performance is well within the technical and musical capabilities of the student and engages them in some way. Teachers who clearly guided students in their repertoire selection, and gave ample opportunities for students to perform their works and receive feedback, ensured that students were ready to perform at their best for assessment. Students are able to present a range of musical styles on all common instruments, the most popular being voice. The range of works chosen reflected on the individual student's interest and abilities. The majority of students completed the prescribed time requirement (a minimum of 18 minutes of repertoire) for this assessment.

Teachers and students clearly understood that the performance standards can be met through the presentation of works of varying technical and musical demands. Students who presented works of the highest technical standard did not necessarily achieve at the highest level against the performance standards, while students who presented highly accurate, polished, and musically engaging performances did.

Assessment Type 2: Second Performance

Students who presented contrast in their performance repertoire had an opportunity to show their musicianship at the highest level. Most students managed to complete the required repertoire for this subject (a minimum of 18 minutes)) by the conclusion of the second performance. Therefore, they had the opportunity to select the pieces of repertoire that best showed their accuracy, musicality, and performance skill, in preparation for the final assessment.

EXTERNAL ASSESSMENT

Assessment Type 3: Final Performance

The best performances were from students who chose works that suited their personality and technical ability, were well within their musical understanding of style and genre, and enabled them to demonstrate their emotionally expressive capabilities.

In the final performance, the highest achieving students responded to all score markings in an accurate and engaging manner. Students had a clear picture of what they intended to communicate to the audience through their approach to both the large sections of their works and the minute details within phrases and at the individual note level.

Students did well when they demonstrated a technical command of the instrument or voice was equal to all of the demands of their repertoire, enabling them to give a strong performance.

OPERATIONAL ADVICE

School Assessment

Assessment Types 1 and 2

Teachers should use the addendum when there is deviation from the approved learning and assessment plan.

Teachers are reminded to monitor the selection of repertoire to ensure that students do not present material that is fundamentally for a band or ensemble.

Packaging and presentation of materials for final moderation should include:

- a copy of the approved learning and assessment plan, plus addendum if required
- a disc, clearly labelled with the student and school number, containing video recordings of each student's first and second performance assessments (note that moderators only use Windows Media Player or VLC media player software); files on the disc should also be clearly labelled with the student number and the titles of works performed, and as first or second performance
- copies of the performance notes sheets for each assessment and the shaded assessment rubric
- a copy of the timed repertoire list
- a completed 'Variation — Moderation Materials' form, if applicable.

External Assessment

Assessment Type 3

Please check the SACE website in Term 2 for the external assessment marking schedule.

Teachers are reminded to make contact with the contact marker to discuss final specific arrangements, and to time student performance repertoire before the final assessment to ensure that all performances meet the required timing (10–12 minutes).

All paperwork must be completed and ready for the markers before the final assessment begins, including:

- the predicted marks sheet, completed and placed in an envelope to be given to the contact marker
- one copy for each marker of the performance notes sheet, with rubric, for each student, completed with student number and repertoire listing
- a copy of the sheet music for each marker.

Teachers are reminded to make allowance for markers to take adequate breaks between performances, and that markers cannot discuss student performances and/or assessment decisions.

GENERAL COMMENTS

For details of the learning requirements, and information about dates and assessment processes, teachers should download the 2013 subject outline and subject operational information, available on the subject minisite.

Teachers are encouraged to use the support materials on the SACE website as part of the support and scaffolding for students. A list of appropriate solo performance works for percussionists and drummers is also on this site.

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