**Task: Play the timeline**

**Purpose**

* to develop and extend your understanding of music
* to enable you to experiment playing a range of genres with other musicians
* to demonstrate your musical explorations to others

**Task**

You will work with others in your class to create a band with like-minded artists.

Develop a set list of band songs for performance, showing a chronological

“Music Map” of the evolution of modern music: from Gospel and the Blues to Hip Hop and Dance.

**Description of Assessment**

Thisassessment consists of 2 parts. You are to:

1. Perform your musical “Timeline” to a live audience as a band member
2. Present an individual “commentary” to demonstrate and explain your explorations and your own findings post-performance

**Assessment Conditions**

1. **The Performance:**

* must be between 8-10 minutes
* may be broken into short sets: e.g. 2 x 4 minute sets
* must be recorded in digital format

1. **The Commentary:**

* must be to a maximum of 6 minutes
* should be presented in oral or multimodal form and could include interviews or digital recordings of samples of work developed
* must show progress and challenges faced by incorporating video and photo evidence using video blogs/iMovie/Padlet , or another digital format of your choice
* may be presented as a 1000-word written report

**Specific Features being assessed are:**

UM1 Development of knowledge and understanding of musical elements

EEM1 Application of knowledge and understanding of musical elements to explore and experiment with music

EEM2 Exploration of and experimentation with musical styles, influences, techniques and/or production

EEM3 Synthesis of findings from exploration of and experimentation with music

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| Understanding Music | Exploring and Experimenting with Music | Responding to Music |
| Focused and sustained development of knowledge and understanding of musical elements.  Creative and coherent expression of musical ideas. | Focused and sustained application of knowledge and understanding of musical elements to creatively explore and experiment with music.  In-depth exploration and innovative experimentation with musical styles, influences, techniques, and/or production.  Insightful synthesis of findings from exploration of and experimentation with music. | Insightful and creative application of musical literacy skills.  Perceptive analysis and discussion of musical works.  Insightful reflection on and critique of own learning within music. |
| Mostly sustained development of knowledge and understanding of musical elements.  Mostly creative and coherent expression of musical ideas. | Mostly sustained application of knowledge and understanding of musical elements to creatively explore and experiment with music.  Some depth in exploration and creative experimentation with musical styles, influences, techniques, and/or production.  Some insight in synthesis of findings from exploration of and experimentation with music. | Mostly creative application of musical literacy skills, with some insights.  Analysis and discussion of musical works, with some perceptiveness.  Some insight in reflection on and critique of own learning within music. |
| Generally competent development of knowledge and understanding of musical elements.  Generally coherent expression of musical ideas, with some creativity. | Competent application of knowledge and understanding of musical elements to explore and experiment with music.  Competent exploration and experimentation with musical styles, influences, techniques, and/or production, with some creativity.  Synthesis of findings from exploration of and experimentation with music. | Generally competent application of musical literacy skills, with some creativity.  Generally competent discussion of musical works, with some analysis.  Considered reflection on and critique of own learning within music. |
| Some basic development of knowledge and understanding of musical elements.  Some communication of basic musical ideas. | Some basic application of knowledge and understanding of musical elements to explore and/or experiment with music.  Basic exploration and experimentation with some musical styles, influences, techniques, and/or production.  Basic description of some findings from exploration of and/or experimentation with music. | Development of some basic musical literacy skills.  Basic description of some musical works.  Basic description of own learning within music. |
| Attempted development of knowledge and understanding of musical elements.  Attempted communication of a basic musical idea. | Some basic recognition and attempted application of musical elements to explore or experiment with music.  Attempted exploration or experimentation with a musical style, influence, technique, or production.  Attempted description of one or more findings from exploration of or experimentation with music. | Attempted development of very basic musical literacy skills.  Attempted description of a musical work.  Attempted description of own learning within music. |

**Performance standards for Stage 2 Music Explorations**