**Stage 1 Music Experience**

**Assessment Type 2: Musical Literacy**

**Describing style, context and the elements of music**

**Purpose**

To demonstrate knowledge and understanding of musical elements, style, and context, and to apply this understanding to selected musical examples.

**Description of assessment**

Students create and organise a playlist for a 15-minute “trip down memory lane” radio segment. Students research their selected artists / bands and write a script to accompany the radio show. The script should seek to enhance the listener’s appreciation of each piece of music. The student should place each chosen musical work into context, (i.e. time and place) style, and comment upon no less than 3 elements of music. Throughout the entire script, students should select musical examples from at least 2 different styles, and select a variety of elements (i.e. not to limit themselves to the same three elements of music throughout).

The aspects to take into account are:

* The elements of music
* The classification of music by style and context

**Assessment conditions**

Completion and submission of a play-list of a selection of music for a 15 minute “trip down memory lane” radio segment. Students select and discuss at least 2 different musical styles, and a range of musical elements as applied in each musical example.

This task should be a maximum of 650 words if written, or a maximum of 4 minutes of oral and/or multimodal, not including musical examples, to make a total program of 15 minutes.

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| ***Learning Requirements*** | ***Assessment Design Criteria*** |
| 1. Develop and apply knowledge and understanding of musical elements 2. Explore and apply musical skills and techniques in developing, refining, and presenting creative works 3. Develop musical literacy skills 4. Analyse, discuss and interpret musical works and styles 5. Communicate musical ideas 6. Reflect on own learning in music | Understanding Music  The specific features are as follows:  UM1 Development of knowledge and understanding of musical elements  UM2 Communication of musical ideas  Creating Music  The specific features are as follows:  CM1 Application of knowledge and understanding of musical elements  CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works  CM3 Interpretation of musical works  Responding to Music  The specific features are as follows:  RM1 Development of musical literacy skills  RM2 Analysis and discussion of musical works and styles  RM3 Reflection on own learning in music |

**Performance Standards for Stage 1 Music – Experience**

|  | Understanding Music | Creating Music | Responding to Music |
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| A | Focused and  sustained  development of knowledge and understanding of musical elements.  Creative and  coherent communication of musical ideas. | Perceptive and creative  application of knowledge and  understanding of musical  elements.  Insightful exploration and proficient application of musical  skills and techniques in developing, refining, and presenting creative works.    Accurate interpretation of  musical works. | Focused and sustained  development of  musical literacy skills.  Perceptive analysis  and discussion of  musical works and  styles.  Insightful reflection on own learning in music. |
| B | Mostly sustained  development of knowledge and understanding of musical elements.  Generally creative  and coherent communication of musical ideas. | Mostly creative application of  knowledge and understanding of  musical elements, with some perceptiveness.  Some insight in exploration,  generally proficient application,  of musical skills and techniques  in developing, refining, and  presenting creative works.  Mostly accurate interpretation of musical works. | Mostly sustained  development of  musical literacy skills.  Some perceptive analysis and  discussion of musical  works and styles.  Some insight in  reflection on own  learning in music. |
| C | Generally  competent  development of knowledge and  understanding of  musical elements.  Generally coherent communication of musical ideas, with some creativity. | Some creativity in application of  knowledge and understanding of  musical elements.  Considered exploration and  generally competent application  of musical skills and techniques  in developing, refining, and  presenting creative works.  Generally accurate interpretation  of musical works. | Competent  development of  musical literacy skills.  Some analysis in  discussion of musical  works and styles.  Considered reflection on own learning in music. |
| D | Some basic development of  knowledge and  understanding of some musical elements.  Some  communication of basic musical ideas. | Some application of basic knowledge of musical elements.  Some exploration and basic  application of some musical skills  and/or techniques in developing  or presenting creative works,  with attempted refinement.  Occasional accuracy in  interpretation of musical works. | Development of some  basic musical literacy  skills.  Some basic description  of one or more musical  works and/or styles.  Some description of own learning in music. |
| E | Attempted development of  knowledge and  understanding of  some musical  elements.  Attempted communication of a basic musical idea. | Attempted application of some  basic musical elements.  Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.  Limited accuracy in interpretation  of musical works | Attempted  development of very  basic musical literacy  skills.  Attempted description of a musical work.  Attempted description of own learning in music. |

The specific SACE capabilities that underpin this assessment task include:

* **Literacy ✓**
* **Numeracy ✓**
* **Information and communications technology ✓**
* **Critical and creative thinking ✓**
* **Personal and social ✓**
* **Ethical understanding ✓**
* **Intercultural understanding ✓**