**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 MusicThe specific features are as follows:UM1 Development of knowledge and understanding of musical elementsUM2 Communication of musical ideasCreating MusicThe specific features are as follows:CM1 Application of knowledge and understanding of musical elementsCM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative worksCM3 Interpretation of musical worksResponding to MusicThe specific features are as follows:RM1 Development of musical literacy skillsRM2 Analysis and discussion of musical works and stylesRM3 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 sustaineddevelopment of knowledge and understanding of musical elements.Creative and coherent communication of musical ideas. | Perceptive and creativeapplication of knowledge andunderstanding of musicalelements.Insightful exploration and proficient application of musicalskills and techniques in developing, refining, and presenting creative works. Accurate interpretation ofmusical works. | Focused and sustaineddevelopment ofmusical literacy skills.Perceptive analysisand discussion ofmusical works andstyles.Insightful reflection on own learning in music. |
| B | Mostly sustaineddevelopment of knowledge and understanding of musical elements.Generally creative and coherent communication of musical ideas. | Mostly creative application of knowledge and understanding ofmusical elements, with some perceptiveness.Some insight in exploration,generally proficient application,of musical skills and techniquesin developing, refining, and presenting creative works.Mostly accurate interpretation of musical works. | Mostly sustaineddevelopment ofmusical literacy skills.Some perceptive analysis and discussion of musicalworks and styles.Some insight inreflection on ownlearning in music. |
| C | Generally competentdevelopment of knowledge andunderstanding ofmusical elements. Generally coherent communication of musical ideas, with some creativity. | Some creativity in application ofknowledge and understanding ofmusical elements.Considered exploration andgenerally competent applicationof musical skills and techniquesin developing, refining, and presenting creative works.Generally accurate interpretationof musical works. | Competent development of musical literacy skills.Some analysis indiscussion of musicalworks and styles.Considered reflection on own learning in music. |
| D | Some basic development of knowledge andunderstanding of some musical elements. Some communication of basic musical ideas. | Some application of basic knowledge of musical elements.Some exploration and basicapplication of some musical skillsand/or techniques in developingor presenting creative works,with attempted refinement.Occasional accuracy ininterpretation of musical works. | Development of somebasic musical literacyskills.Some basic descriptionof one or more musicalworks and/or styles.Some description of own learning in music. |
| E | Attempted development of knowledge andunderstanding ofsome musicalelements.Attempted communication of a basic musical idea. | Attempted application of somebasic musical elements.Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.Limited accuracy in interpretationof musical works | Attempted development of verybasic musical literacyskills.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 ✓**