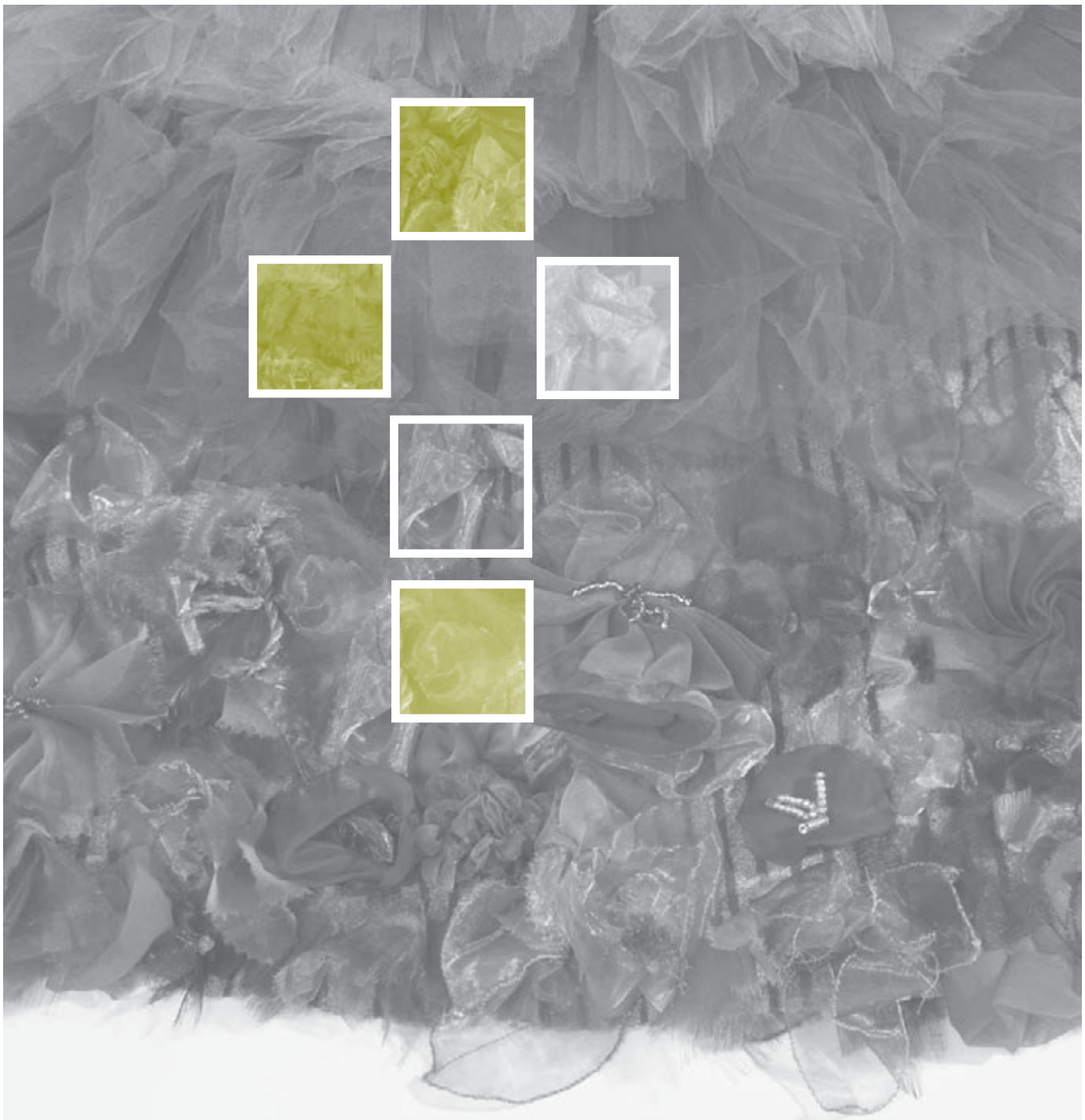
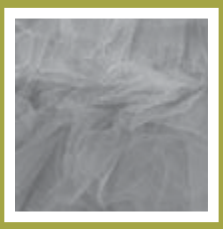
MUSIC



MUSIC: SAMPLE ASSESSMENT PROCESS



Listed below are the units of competence in VCE VET Units 3–4:

CUSMPF04A	**Prepare self for performance**	**35**
CUSMPF10A	**Develop and practise improvisation**	**35**
CUSMGE01A	**Maintain self or group in music**	**70**
CUSMPF06A	**Extend technical skills in performance**	**20**
CUSMGE12A	**Maintain and expand music knowledge and critical listening skills**	**85**

CREATE THE ASSESSMENT PLAN

Identify and group appropriate units of competence after carefully considering advice in the relevant Training Package, the VCAA requirements in the relevant Assessment Guide and the work focus of the units.

The following unit of competence was selected:

CUSMGE12A Maintain and expand music knowledge and critical listening skills 85 hours

This unit represents a total of 85 hours and is within the VCAA requirement of not exceeding 100 hours within one task.

DESIGN THE ASSESSMENT TASK

MUSIC – WORK PROJECT
STUDENT INFORMATION

This project requires you to describe an area of musical interest, such as Rock or Classical Music, in which you wish to focus your attention and you are to provide evidence over the duration of the project that you have demonstrated your musical skills by applying the relevant knowledge in the area of musical interest. You will be given approximately five hours to research your topic and ten hours to complete the project.

SPECIFIC REQUIREMENTS OF THE TASK

The following assessment task is part of your assessment for the VCE VET Music. You will be required to work in the role of a music critic for the entertainment section of a well known newspaper. The assessment task involves writing a critical review of an artist or artists. The review could be of a live performance, a recording of a live performance or a recent studio album release.

Part 1: Plan and research the activity

Select an artist/s within your area of interest. Choose a live performance, a recording of a live performance or a studio album which you would like to review. Organise a session with your trainer/teacher to agree on your plan before proceeding.

Attend the concert or critically listen to the recording you have selected. Collect any other information as required to prepare for the review. This may include information about the style of music or the artist/s you have selected, other reviews or articles, biographies, interviews, music scores etc.

Points to consider – this part of the task will be assessed against your ability to maintain and apply knowledge of music styles, trends, artists and repertoire to music industry work and learning. For example:

- working effectively with an instrumental or vocal tutor
- observing and listening to the performance of others
- music or score reading
- listening to a range of music
- reading about music

Part 2: The review

Write a review (approximately 1200–1500 words) analysing the performance or recording. All material used to prepare the review should be footnoted.

Critical aspects of evidence:

- critical listening.
- maintaining appropriate current music knowledge and applying to own work and learning.

The five scoring criteria for this assessment task are:

- Application of underpinning knowledge
- Expressing ideas and information
- Planning, organision and implementation
- Collecting and analysing ideas and information
- Coherance and coverage

Assessment due date

Allocate the elements for assessment to the Work Project scoring criteria

CRITERIA	ELEMENTS OF ASSESSMENT
APPLICATION OF UNDERPINNING KNOWLEDGE	■ Maintain and increase music knowledge and understanding to continuously improve capacity to analyse music for its artistic and commercial qualities and features. ■ Maintain critical listening to live and recorded music appropriate to identified music industry contexts. ■ Monitor and use information on relevant music styles or specialisations to maintain current music knowledge.
EXPRESSING IDEAS AND INFORMATION	■ Discuss music performances with colleagues and mentors to develop knowledge and capacity to analyse music artists, repertoire and trends. ■ Communicate with musicians and/or other reliable industry sources to continuously assess, maintain and extend own critical listening skills.
PLANNING, ORGANISATION AND IMPLEMENTATION.	■ identify and use strategies to review and maintain knowledge of musical styles, artists and/or repertoire relevant to selected music industry contents. ■ Monitor music information needs based on areas of interest, work and/or learning. ■ Determine music areas that are most relevant for critical listening and assessment.
COLLECTING AND ANALYSING IDEAS AND INFORMATION	■ Listen critically to identified artists and repertoire to measure performance against artistic and/or commercial standards and potential. ■ Listen to a range of music both live and recorded to analyse the contribution of technical and sound production to the success of the product. ■ Research artists and repertoire in those styles in their contemporary and/or historical contexts to inform work and learning. ■ Identify and use reliable sources of information for a selected musical style or styles to monitor and maintain awareness of artists and repertoire.
COHERENCE AND COVERAGE	■ Use knowledge of styles and repertoire to contribute to own musical development. ■ Use opportunities to develop and maintain productive relationships with artists relevant to identified music industry contexts. ■ Where appropriate and/or relevant maintain own practice in music writing and/or performance.

Work Project contextualised for Music. Using the preceding table that identifies the evidence linked to the scoring criteria, this table provides performance level descriptors

VCE VET SCORING CRITERIA	LEVELS OF PERFORMANCE				
	1	2	3	4	5
Application of underpinning knowledge	Displays an understanding of critical listening within the identified music industry context. Applies this understanding in the completion of the work project. Demonstrates an understanding of analysis of music for its artistic and commercial qualities and features.		Displays a sound understanding of critical listening within the identified music industry context. Proficiently applies these understandings in the completion of the work project. Demonstrates a sound application of analysis of music for its artistic and commercial qualities and features.		Demonstrates a thorough understanding of critical listening within the identified music industry context. Effectively applies these understandings in the completion of the work project. Demonstrates a thorough application of analysis of music for its artistic and commercial qualities and features.
Expressing ideas and information	Form and style of expression are generally suited to the purpose, audience and situation. Displays an understanding and appropriate use of critical listening skills. Communicates with musicians and/or other reliable industry sources to assess, maintain and develop own critical listening skills.		Form and style of expression are appropriately selected for the purpose, audience and situation. Displays a sound understanding and correct use of critical listening skills. Communicates with musicians and/or other reliable industry sources to continuously assess, maintain and extend own critical listening skills.		Form and style of expression are varied appropriately for the purpose, audience and situation. Displays a thorough understanding and correct use of critical listening skills. Communicates extensively with musicians and/or other reliable industry sources to thoroughly assess, maintain and extend own critical listening skills.

VCE VET SCORING CRITERIA	LEVELS OF PERFORMANCE				
	1	2	3	4	5
Planning, organisation and implementation	The music performances and analyses of music artists, repertoire and trends are generally appropriate for the purpose, audience and situation. Relevant music performances and analyses of music artists, repertoire and trends are organised and communicated. Within given specifications and timelines, music areas that are most relevant for critical listening and assessment, are planned, organised and completed.		The music performances and analyses of music artists, repertoire and trends are appropriately selected for the purpose, audience and situation. Relevant music performances and analyses of music artists, repertoire and trends are clearly organised and communicated. Within given specifications and timelines, music areas that are most relevant for critical listening and assessment, are effectively planned, organised and completed.		The music performances and analyses of music artists, repertoire and trends are varied and appropriately selected for the purpose, audience and situation. Relevant music performances and analyses of music artists, repertoire and trends are highly organised and effectively communicated. Within given specifications and timelines, music areas that are most relevant for critical listening and assessment, are planned with a high level of planning skill and independently organised and implemented.
Collecting and analysing ideas and information	Researches artists and repertoire in those styles in their contemporary and/or historical contexts to inform learning from a limited range of sources. The artists and repertoire are interpreted and used in the completion of the project.		Researches artists and repertoire in those styles in their contemporary and/or historical contexts to inform learning from a range of sources. The artists and repertoire are interpreted accurately and used effectively in completion of the project.		Researches artists and repertoire in those styles in their contemporary and/or historical contexts to inform learning from a wide range of sources. The artists and repertoire are analysed and interpreted accurately and used effectively in completion of the project.
Coherence and coverage	The musical critique provides information on key aspects of the work project and its outcomes.		The musical critique provides comprehensive coverage of all aspects of the work project.		The musical critique is coherently presented and provides comprehensive coverage of all aspects of the work project and its outcomes.

Note: The industry specific performance descriptors do not replace the VCAA generic performance descriptors. Assessors must use the VCE VET Scoring Criteria sheets and VET Coursework Assessment Record sheets that are provided in the VCE VET Assessment Guide.

CONDUCT THE ASSESSMENT

You need to conduct the assessment within the VCAA timeframes as prescribed in the Assessment Guide. Conducting assessment requires the assessor to inform the student about the assessment process and to ensure the student is prepared for the assessment.

To score the task, refer to the application of the industry specific scoring criteria developed in Phase 2 under 'Apply task scoring criteria in the industry specific context' as a guide to make your scoring decision on performance of the task. On completion of the assessment transfer the scores to the official VCAA documentation.

This final phase in the process is about reflecting on the entire process, which may include validation that involves reviewing, comparing and evaluating the assessment. This may involve:

- validation of the assessment process during assessment
- validation of evidence contributing to judgments made to confirm competence.
- moderation of the scoring of assessment tasks.

Think about the following:

- Was the right task type selected?
- What worked well?
- What part of the process needs to be improved?
- How can this be done?

Apply the Work Project scoring criteria in the industry specific context.