

## Music Contemporary Performance

### Units 3-4

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

#### UNIT 3

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

#### LEARNING ACTIVITIES

Performing, analysing for performance, responding.

#### KEY SKILLS REQUIRED

Identify treatment of music elements, concepts and the use of compositional devices in a range of contemporary music excerpts; identify, describe and compare the ways in which performers interpret and manipulate music elements and concepts in performance.

#### ASSESSED TASKS

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score. This will include a range of tasks - a short oral presentation, a demonstration of intended approach to reimagine an existing work and structured questions to previous unheard music.

#### UNIT 4

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

#### LEARNING ACTIVITIES

Performing, analysing for performance, responding.

#### KEY SKILLS REQUIRED

The artistic and practical considerations of selecting a program of works appropriate to the chosen instrument/ensemble; presentation techniques relevant to their final performance context; approaches to communicating to an audience interpretations and artistic intentions in live performance of music works

#### ASSESSED TASKS

Demonstrate and discuss performance development techniques and reimagining approaches relevant to the performance of selected works. This will contribute 10 per cent to the overall study score.

#### VCAA ASSESSMENT

The performance examination will contribute 50 per cent to the study score, and the end-of-year aural and written examination will contribute 20 per cent to the study score.

The student will give a live performance drawing on knowledge and skills from Outcome 1 in Units 3 and 4.

A student may present as a soloist, or as a member of a group, according to conditions described in the examination specifications.