

Music Repertoire Performance

Units 3-4

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Unit 3

In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion.

Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

LEARNING ACTIVITIES

Performing, analysing for performance, responding.

KEY SKILLS REQUIRED

Explain the artistic and practical considerations used to select a program of works for performance; prepare and present a program of works that demonstrates a wide range of music styles and characters; use research to make decisions about how selected works can be interpreted and presented 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

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based viva voce.

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

LEARNING ACTIVITIES

Performing, analysing for performance, responding.

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.