**STAGE 2 music STUDIES**

**ASSESSMENT TYPE 2: MUSICAL LiTERACY – “THE SUPERHERO ALWAYS WINS”**

**Purpose**

To explore and interpret similarities and differences in past and present Superhero and Evil Villain themes. Using only aural stimuli, students deconstruct the musical content and use their findings to inform and build knowledge and understanding of how the elements of music and compositional devices / musical techniques have been manipulated. Students refine their understanding of the evolution of composing in this genre (in particular, but not limited to Instrumentation and electronically generated FX.) Students may compare and contrast the same theme music (i.e. the original theme and a modern remake of that same theme) or alternatively, compare and contrast different theme music.

**Description of assessment**

Students heighten aural awareness skills through deconstruction of hero and villain themes.

The aspects to take into account are:

* To aurally recognise and discuss the elements of music and compositional devices/musical techniques.
* To aurally recognise similarities & differences in how composers of the past and present, composed themes for superheroes and villains and the compositional tools and technologies available to them at the time the themes were composed.

**Assessment conditions**

Students create a portfolio of responses to a minimum of one or two early (20th century) hero/villain themes and one or two modern day (21st century) hero/villain themes. Students may also include diagrams to assist presentation of knowledge and understanding in their portfolio.

For this portfolio, responses should be of a maximum of 4.5 minutes if presented orally, and/or 700 words if written, and/or an equivalent in multimodal format.

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| ***Learning Requirements*** | ***Assessment Design Criteria*** |
| 1. Apply knowledge and understanding of musical elements 2. Apply musical skills and techniques in developing, refining, and presenting creative works 3. Apply a range of musical literacy skills, including aural perception and notation 4. Deconstruct, analyse, and interpret musical works and styles, and manipulate musical elements 5. Synthesise findings and express musical ideas 6. Reflect on musical influences on own creative works | Understanding Music  The specific features are as follows:  UM1 Reflection on musical influences on own original creations  UM2 Synthesis of findings and expression of musical ideas  Creating Music  The specific features are as follows:  CM1 Application of knowledge and understanding of musical elements  CM2 Application of musical skills and techniques in developing, refining, and presenting creative works  CM3 Interpretation of musical works  CM4 Manipulation of musical elements  Responding to Music  The specific features are as follows:  RM1 Application of a range of musical literacy skills, including aural perception and notation  RM2 Deconstruction and analysis of musical works and/or styles |

**Performance Standards for Stage 2 Music Studies**

|  | Understanding Music | Creating Music | Responding to Music |
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| A | Insightful and coherent reflection on musical influences on own original creations.  Insightful synthesis of findings, and creative and coherent expression of musical ideas. | Perceptive and creative application of knowledge and understanding of musical elements.  Proficient application of musical skills and techniques in developing, refining, and presenting creative works.  Accurate interpretation of musical works.  Highly creative manipulation of musical elements. | Focused and sustained application of a range of musical literacy skills, including aural perception and notation.  Perceptive and depth in deconstruction and analysis of musical works and/or styles. |
| B | Coherent reflection on musical influences on own original creations, with some insights.  Synthesis of findings, and generally creative and coherent expression of musical ideas. | Mostly creative application of knowledge and understanding of musical elements, with some perceptiveness.  Generally proficient application of musical skills and techniques in developing, refining, and presenting creative works.  Mostly accurate interpretation of musical works.  Creative manipulation of musical elements. | Mostly sustained application of a range of musical literacy skills, including aural perception and notation.  Some perceptiveness and depth in deconstruction and analysis of musical works and/or styles. |
| C | Generally coherent reflection on musical influences on own original creations.  Synthesis of some findings, and generally coherent expression of musical ideas, with some creativity. | Some creativity in application of knowledge and understanding of musical elements.  Competent application of musical skills and techniques in developing, refining, and presenting creative works.  Generally accurate interpretation of musical works.  Some creative manipulation of musical elements. | Generally competent application of a range of musical literacy skills, including aural perception and notation.  Generally competent deconstruction, with some analysis, of musical works and/or styles. |
| D | Some description of a musical influence on own original creations.  Some communication of findings and basic musical ideas. | Some application of basic knowledge and understanding of musical elements.  Some application of basic musical skills and techniques in developing and presenting creative works, with attempted refinement.  Some basic interpretation of a musical work.  Basic manipulation of some musical elements. | Some application of a narrow range of musical literacy skills, which may include aural perception and/or notation skills.  Partial deconstruction and description of one or more musical works and/or styles. |
| E | Emerging recognition of a musical influence in attempting own original creation.  Attempted communication of one or more findings, and of a basic musical idea. | Some basic recognition and attempted application of a narrow range of some musical elements.  Attempted application of some basic musical skills and techniques to develop or present a creative work.  Attempted interpretation of a basic musical work.  Attempted manipulation of a narrow range of musical elements. | Attempted application of very basic musical literacy skills.  Attempted description of a musical work and/ or style. |

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