**Stage 2 Music Performance: Solo**

**Assessment Type 3: Performance Portfolio 30%**

**Purpose**

To draw together in the culminating solo performance, students’ musical understanding, skills, accuracy, and technique developed throughout their learning in this subject; to evaluate how students’ performance preparation throughout their learning in this subject has influenced their performance in this assessment, and to critique their performance, with reference to skills, accuracy, and technique.

**Description of assessment**

Students present:

* a solo performance of a musical work or works
* an evaluation of their learning journey

In the solo performance, students present the product of their progressive development in performance skills, accuracy, technique, stage presence and skills in engaging an audience, throughout their learning in this subject. They may perform either as a soloist or as a soloist with an accompanist, or backing musicians or backing track, minus one. Students may perform a single work or a set of works by one or more composers but they must not repeat work already presented for assessment.

In the evaluation, students discuss how their performance preparation has informed and influenced the final solo performance, and they critique the performance, with reference to skills, accuracy and technique. Students evaluate their stage presence, engagement with the audience and confidence as a solo performer.

**Assessment conditions**

Students prepare and present a solo performance of a single work or a set of works by one or more composers. The solo performance is presented to a live audience and must be recorded for assessment. The performance should be to a maximum of 6-8 minutes. A score of the music performed should be included as a reference for the assessor, using notation appropriate to the focus of the learning.

The evaluation should be to a maximum of 3 minutes if oral, 500 words if written, or the equivalent in multimodal form.

**Learning Requirements**

* apply knowledge and understanding of style, structure, and conventions in performing musical works
* apply musical skills and techniques in refining and performing musical works in a solo performance
* interpret creative works and express musical ideas
* develop stage presence and skills in engaging an audience
* critique and evaluate own learning within music

**Assessment Design Criteria**

The specific features are as follows:

**Understanding Music**

UM1 Expression of musical ideas

UM2 Application of knowledge and understanding of style, structure, and conventions

**Performing Music**

PM1 Application of musical skills in refining and presenting performances

PM2 Use of musical techniques relevant to the chosen style(s)

PM3 Stylistic interpretation, including the effectiveness of the performance

PM4 Development of stage presence and skills in engaging an audience

**Responding to Music**

RM2 Critique and evaluation of own learning within music

Performance Standards for Stage 2 Music Performance Solo – Assessment Type 3

| - | Understanding Music | Performing Music | Responding to Music |
| --- | --- | --- | --- |
| A | Insightful and coherent expression of musical ideas.  Insightful and creative application of knowledge and understanding of style, structure, and conventions. | Focused and sustained application of musical skills in refining and presenting highly cohesive and fluent performances.  Highly accurate and proficient use of a range of musical techniques relevant to the chosen style(s).  Highly proficient stylistic interpretation and highly effective and intuitive performance.  Perceptive, responsive, and resourceful development of stage presence and skills in engaging an audience. | Perceptive and in-depth discussion of key musical elements of the chosen repertoire.  Insightful critique and evaluation of own learning within music. |
| B | Coherent expression of musical ideas, with some insights.  Mostly creative application of knowledge and understanding of styles, structure, and conventions, with some insights. | Mostly sustained application of musical skills in refining and presenting cohesive and fluent performances.  Mostly accurate and proficient use of a range of musical techniques relevant to the chosen style(s).  Proficient stylistic interpretation and effective performance.  Responsive and resourceful development of stage presence and skills in engaging an audience. | Some perceptiveness and depth in discussion of key musical elements of the chosen repertoire.  Some insight in critique and evaluation of own learning within music. |
| C | Generally coherent expression of musical ideas.  Some creativity in application of knowledge and understanding of style, structure, and conventions. | Generally sustained application of musical skills in refining and presenting performances, with some cohesion and fluency.  Generally accurate use of musical techniques relevant to the chosen style(s).  Competent stylistic interpretation and performance.  Generally responsive development of stage presence and skills in engaging an audience. | Competent discussion of key musical elements of the chosen repertoire.  Considered critique and evaluation of own learning within music. |
| D | Superficial expression of basic musical ideas.  Some application of basic knowledge of style, structure, and conventions. | Application of some basic musical skills in presenting performances, with attempted refinement.  Use of a narrow range of musical techniques, with frequent errors.  Basic stylistic interpretation and performance.  Some development of basic skills in engaging an audience. | Basic discussion of some key musical elements of the chosen repertoire.  Some description of own learning within music. |
| E | Attempted communication of a basic musical idea.  Attempted application of limited knowledge of style, structure, and/or conventions. | Attempted application of limited musical skills in presenting performances.  Attempted use of a narrow range of musical techniques, mostly with errors.  Attempted interpretation and performance.  Attempted development of basic skills in engaging an audience. | Attempted discussion of one or more key musical elements of the chosen repertoire.  Attempted description of own learning within music. |