Stage 2 Music Explorations Assessment Type 3: Creative Connections

How music is made – Drawing it all together

Purpose

To enable students to demonstrate the culmination of their learning in previous assessments to:

* produce a final creative work(s) in which they apply their learning of how musical elements are used in creating performances, compositions and/or arrangements
* demonstrate their findings from their exploration of musical styles, influences, and/or techniques
* reflect on, explain and critique their own learning within music

Description of Assessment

Students synthesise their previous explorations into one or more aspects of music by completing a final creative work, which is a performance, composition and/or arrangement, and a discussion, which is an analysis and critique of the work, and a reflection on how the work of others has influenced the student’s own creative work.

For the creative work, students may select sources of music and sound and/or sound production and recording processes. Sources of music and sound may include but are not limited to, acoustic, electronic or amplified instruments, voice, found sounds, sampling, or soundscapes.

The creative work should feature one of the musical styles that has been studied in previous assessments, as well as influences and/or techniques that have previously been explored.

For the discussion, students explain how their previous exploration of and experimentation with musical elements, styles, influences and/or techniques has informed their own final work. They reflect on, discuss and critique their own work, and provide a digital recording of their final creative work.

The discussion is presented in oral and/or multimodal format, including but not limited to:

* a blog or vlog
* an interview
* a web page
* a report
* a video clip
* a multimodal presentation (PowerPoint, Voki, Prezi).

Students may present a single work or a set of shorter works but must ensure that the creative work or set of works has not been assessed previously.

**Assessment Conditions**

Students submit a creative work that is accompanied by a notated score using standard and/or graphic notation, and a digital recording of their work. A creative work that is a performance should be between 6-8 minutes. A creative work that is a composition or arrangement should be between 3-4 minutes.

The discussion is presented in oral and/or multimodal format and should be to a maximum of 7 minutes.

**The specific features being assessed are:**

UM2 Expression of musical ideas.

EEM1 Application of knowledge and understanding of musical elements to explore and experiment

with music.

EEM2 Exploration of and experimentation with musical styles, influences, techniques, and/or

Production.

EEM3 Synthesis of findings from exploration of and experimentation with music.

RM2 Analysis and discussion of musical works.

RM3 Reflection on and critique of own learning within music.

The specific SACE capabilities that underpin THIS assessment task may include:

* Literacy **✓**
* Numeracy **✓**
* Information and communications technology **✓**
* Critical and creative thinking **✓**
* Personal and social **✓**
* Ethical understanding
* Intercultural understanding

| - | Understanding Music | Exploring and Experimenting with Music | Responding to Music |
| --- | --- | --- | --- |
| A | Focused and sustained development of knowledge and understanding of musical elements.  Creative and coherent expression of musical ideas. | Focused and sustained application of knowledge and understanding of musical elements to creatively explore and experiment with music.  In-depth exploration and innovative experimentation with musical styles, influences, techniques, and/or production.  Insightful synthesis of findings from exploration of and experimentation with music. | Insightful and creative application of musical literacy skills.  Perceptive analysis and discussion of musical works.  Insightful reflection on and critique of own learning within music. |
| B | Mostly sustained development of knowledge and understanding of musical elements.  Mostly creative and coherent expression of musical ideas. | Mostly sustained application of knowledge and understanding of musical elements to creatively explore and experiment with music.  Some depth in exploration and creative experimentation with musical styles, influences, techniques, and/or production.  Some insight in synthesis of findings from exploration of and experimentation with music. | Mostly creative application of musical literacy skills, with some insights.  Analysis and discussion of musical works, with some perceptiveness.  Some insight in reflection on and critique of own learning within music. |
| C | Generally competent development of knowledge and understanding of musical elements.  Generally coherent expression of musical ideas, with some creativity. | Competent application of knowledge and understanding of musical elements to explore and experiment with music.  Competent exploration and experimentation with musical styles, influences, techniques, and/or production, with some creativity.  Synthesis of findings from exploration of and experimentation with music. | Generally competent application of musical literacy skills, with some creativity.  Generally competent discussion of musical works, with some analysis.  Considered reflection on and critique of own learning within music. |
| D | Some basic development of knowledge and understanding of musical elements.  Some communication of basic musical ideas. | Some basic application of knowledge and understanding of musical elements to explore and/or experiment with music.  Basic exploration and experimentation with some musical styles, influences, techniques, and/or production.  Basic description of some findings from exploration of and/or experimentation with music. | Development of some basic musical literacy skills.  Basic description of some musical works.  Basic description of own learning within music. |
| E | Attempted development of knowledge and understanding of musical elements.  Attempted communication of a basic musical idea. | Some basic recognition and attempted application of musical elements to explore or experiment with music.  Attempted exploration or experimentation with a musical style, influence, technique, or production.  Attempted description of one or more findings from exploration of or experimentation with music. | Attempted development of very basic musical literacy skills.  Attempted description of a musical work.  Attempted description of own learning within music. |

**Performance Standards for Stage 2 Music Explorations**