**Stage 1 Music Experience**

**Assessment Type 2: Musical Literacy**

**Identifying and troubleshooting technical issues**

**Purpose**

To build group collaboration skills in collectively troubleshooting technical issues with electronic musical equipment.

**Description of assessment**

Students work in small groups to collaborate, research, identify and resolve technical issues associated with electronic musical equipment (i.e. amps, speakers, leads, microphones, mixing desks). Students research and identify the steps to remedy faults and technical issues. (If selecting mixing desks, students should be limited to no more than 3 applications within a mixing desk (i.e. preventing feedback, balancing volumes, adding reverb.)

The aspects to take into account are:

* Group collaboration
* Finding plausible and practical solutions to technical issues

**Assessment conditions**

Students are assessed individually within a small group round table discussion. Students use their notes to clearly explain their role in the group and to present their findings. Each student should actively involve themselves in the discussion. Illustrations may also be used in the discussion to explain students’ findings.

This literacy task should be a maximum of 650 words if written, or a maximum of 4 minutes of oral and/or multimodal.

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| ***Learning Requirements*** | ***Assessment Design Criteria*** |
| 1. Develop and apply knowledge and understanding of musical elements 2. Explore and apply musical skills and techniques in developing, refining, and presenting creative works 3. Develop musical literacy skills 4. Analyse, discuss and interpret musical works and styles 5. Communicate musical ideas 6. Reflect on own learning in music | Understanding Music  The specific features are as follows:  UM1 Development of knowledge and understanding of musical elements  UM2 Communication of musical ideas  Creating Music  The specific features are as follows:  CM1 Application of knowledge and understanding of musical elements  CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works  CM3 Interpretation of musical works  Responding to Music  The specific features are as follows:  RM1 Development of musical literacy skills  RM2 Analysis and discussion of musical works and styles  RM3 Reflection on own learning in music |

**Performance Standards for Stage 1 Music – Experience**

|  | Understanding Music | Creating Music | Responding to Music |
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| A | Focused and  Sustained development of knowledge and understanding of musical elements.  Creative and  coherent communication of musical ideas. | Perceptive and creative application of knowledge and understanding of musical elements.  Insightful exploration and proficient application of musical  skills and techniques in developing, refining, and presenting creative works.  Accurate interpretation of  musical works. | Focused and sustained  development of musical literacy skills.  Perceptive analysis  and discussion of  musical works and  styles.  Insightful reflection on own learning in music. |
| B | Mostly sustained  development of knowledge and understanding of musical elements.  Generally creative  and coherent communication of musical ideas. | Mostly creative application of  knowledge and understanding of  musical elements, with some perceptiveness.  Some insight in exploration,  generally proficient application,  of musical skills and techniques  in developing, refining, and  presenting creative works.  Mostly accurate interpretation of musical works. | Mostly sustained  development of  musical literacy skills.  Some perceptive analysis and discussion of musical  works and styles.  Some insight in reflection on own learning in music. |
| C | Generally competent  development of knowledge and  understanding of  musical elements.  Generally coherent communication of musical ideas, with some creativity. | Some creativity in application of  knowledge and understanding of  musical elements.  Considered exploration and  generally competent application  of musical skills and techniques  in developing, refining, and  presenting creative works.  Generally accurate interpretation  of musical works. | Competent development of  musical literacy skills.  Some analysis in  discussion of musical works and styles.  Considered reflection on own learning in music. |
| D | Some basic development of knowledge and  understanding of some musical elements.  Some communication of basic musical ideas. | Some application of basic knowledge of musical elements.  Some exploration and basic  application of some musical skills  and/or techniques in developing  or presenting creative works,  with attempted refinement.  Occasional accuracy in  interpretation of musical works. | Development of some  basic musical literacy  skills.  Some basic description  of one or more musical  works and/or styles.  Some description of own learning in music. |
| E | Attempted development of  knowledge and  understanding of  some musical  elements.  Attempted communication of a basic musical idea. | Attempted application of some  basic musical elements.  Limited exploration or application of basic musical skills or techniques in attempting to develop or present a creative work.  Limited accuracy in interpretation  of musical works | Attempted  development of very  basic musical literacy  skills.  Attempted description of a musical work.  Attempted description of own learning in music. |

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 ✓**