



Chester Hill High School

Strength in Unity, Excellence in Education

Year 9 Music - CAPA Faculty

Course:	Stage 5 Elective Music	Year:	9
Topic:	N/A		
Assessment Name:	Solo and Ensemble Performance		
DATE DUE:	Lessons during Week 6&7, Term 2	Total Mark/Weighting	N/A
STUDENT NAME:			
Progress Check FEEDBACK	Week 5 Progress Check: Things to Improve: <hr/> <hr/> <hr/> <hr/>		
Progress Check Date:		Marks	

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: Date:



Assessment Task Student Receipt

(This receipt should be kept as proof of assessment submission)

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

Task Information

Important idea(s) being explored:	Students demonstrates the ability to perform individually as a soloist as well as, as part of an ensemble.
Skills, Knowledge and understanding being demonstrated:	<ul style="list-style-type: none"> • Demonstrated ability to perform melodies and accompaniments on chosen instruments. • Ability to perform as a soloist. • Ability to perform as part of an ensemble and development of ensemble awareness.
Task Requirements:	<p>Part A: Students are to prepare and perform a musical piece of any style/genre on their chosen instrument.</p> <ul style="list-style-type: none"> - Student must demonstrate progression since the beginner of the year as a musician through practice according to the level of ability (Beginner, Intermediate or Advanced) - The piece should be at least 1 minute long and must have a minimum of two contrasting sections (e.g. a verse and a chorus) - If you are just playing accompaniment, you must have a vocalist to support your performance. <p>Part B: Students are to get into groups of 3 to 5 and perform a musical piece of any style/genre on their chosen instruments.</p> <ul style="list-style-type: none"> - You are to get into a group and decide on your group chosen song. - You must consider strength and weakness of each member of your ensemble when deciding your song. - You must decide and assign an instrument to each member of your group. - Your group must consist of the following: <ul style="list-style-type: none"> ○ Melody (vocalist) ○ Accompaniment (guitarist, keyboardist, bass guitarist) ○ Rhythm (percussionist or drummer)
Syllabus Outcomes:	<p>5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts</p> <p>5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology</p> <p>5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness</p>

Feedback from student about task:

I spent _____ hours working on this task.

The hardest part of this task was _____

The easiest was _____

What I have enjoyed most about learning in *Music* is _____

Learning in *Music* could be improved if:

Dear teacher, I need help in the following areas:

Success Criteria

Elements	Specific Criteria	Mark /Grade				
		A	B	C	D	E
Understands the big idea(s)	Demonstrates the ability to perform as a soloist					
	Demonstrates knowledge of musical compositional processes.					
		5	4	3	2	1
Processes	Part A: Technical ability on chosen instrument including intonation, correct melody/chords, and timing.					
Demonstrates Skills	Part A: Understanding of stylistic features within performance.					
Knowledge	Part A: Ability to include dynamics variations and other expressive techniques					
Understanding	Part B: Balance within the group is maintained through each members knowing their own part to contribute to the band.					
	Part B: Group performs with consistent timing and dynamics variation.					
	Part B: Overall delivery of performance displays evidence of planning and rehearsal through coherent communication within the group.					

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	/30
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