

Task 3a: AURAL

Due Date: Monday 25 February

Period 3



Date Distributed: Term 1 Week 2

Task Weighting: 10% total

Outcomes

- H4. recognises and identifies the concepts of music and discusses their use in a variety of music styles
- H6. observes and discusses concepts of music in works representative of the topics studied
- H10. demonstrates a willingness to participate in performance, composition, musicology and aural activities

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

This task addresses your understanding of the concepts of structure, pitch, duration, tone colour, texture, dynamics and expressive techniques, as well as unity, contrast, variety and interest, together with other ways composers manipulate the concepts of music to achieve a musical outcome. It also addresses your ability to write about musical works in detail, with appropriate use of musical terminology.

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

This task will give you practice at the skill of listening to unfamiliar pieces of music, analysing each in terms of the concepts of music and preparing a written response that is detailed in content.

3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

Task Outline

The task comprises two extracts of music of varying styles, each with its own set of questions. You will need to analyse each extract in terms of the question and then write 1-2 pages on each. Point form answers and *labelled* diagrams are acceptable responses, so long as analytical detail is evident overall.

Details for Presentation

All answers are to be written in the spaces provided on the task paper: the spaces provided on the paper indicate the approximate length of the answer expected. Extra writing paper will be available if necessary.

4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

There are two questions of equal value. Generic marking guidelines are provided below. Each question will be marked out of 8 and the total of 16 marks will be rescaled to 5.

MUSIC 1 AURAL SKILLS
MARKING GUIDELINES FRAMEWORK

Outcomes Assessed 4, 6

Marks: 1	Marks: 2- 3	Marks: 4 - 5	Marks: 6-7	Marks: 8
<p>An answer in this range:</p> <ul style="list-style-type: none"> • states the excerpt has/uses the focus concept without any further clarification or support • does not recognise or state concepts or aspects of the focus concept or makes very confused references to music concepts • uses little or incorrect terminology and/or descriptions of musical events and includes irrelevant information • makes observations that are inaccurate and superficial with no evidence of focused listening 	<p>An answer in this range:</p> <ul style="list-style-type: none"> • makes an attempt to describe the focus concept and its relationship to the excerpt • refers to the concept in only the most basic sense and often provides generalisations that may not relate to the excerpt • does not relate other concepts to the focus concept by way of support • often provides irrelevant information and may be quite inaccurate in describing musical events • may make contradictory statements and demonstrate lack of focused listening 	<p>An answer in this range:</p> <ul style="list-style-type: none"> • describes some aspects of the focus concept and uses correct terminology in their discussion of the excerpt • demonstrates an understanding of the focus concept but with little reference to other musical concepts in support • may make some generalisations about the focus concept in the excerpt • may include observations that do not necessarily relate to the question • may make several inaccurate observations 	<p>An answer in this range:</p> <ul style="list-style-type: none"> • Describes aspects of the focus concept in some detail and uses appropriate terminology in the discussion of the musical events in the excerpt • Demonstrates an understanding of the concept as used in the excerpt • refers to appropriate and related musical concepts • demonstrates evidence of careful listening and musical awareness providing a number of well supported observations • may use other formats for explanation eg - diagrams • some inaccuracies in the observations may be evident 	<p>An answer in this range:</p> <ul style="list-style-type: none"> • demonstrates a clear understanding of the focus concept in the excerpt and uses appropriate terminology and/or description in the discussion of the musical events within the excerpt • refers to appropriate and related musical concepts in their answer to support observations • demonstrates evidence of focused listening and a significant number of well supported observations in a suitably structured response • may include a variety of formats - eg diagrams/notation, to aid explanation