



Music ATAR course practical (performance) examination marking key

2022

Marking keys are an explicit statement about what the examining panel expect of candidates in the practical (performance) examination. They are essential to fair assessment because their proper construction underpins reliability and validity.

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Music ATAR course practical (performance) marking key 2022

Note: the Musical interaction criterion has been removed from the *Music ATAR course practical (performance) examination marking key for 2022*.

Technique (all performance contexts)							40% (30 marks)
Criterion 1: Rhythm							
0-1	2-3	4-5	6-7	8-9	10-11	12	
Consistently performs with poor rhythmic and tempo control.	Performs with limited rhythmic control and significant fluctuations in tempo, making considerable errors.	Performs with inconsistent rhythm and fluctuations in tempo, making several errors.	Performs with satisfactory rhythmic control or minor fluctuations in tempo, making some errors.	Performs with proficient rhythmic control, maintains a suitable tempo, recovering well from minor errors/fluctuations.	Performs with excellent rhythmic and tempo control, with only slight and infrequent errors.	Consistently performs with excellent rhythmic and tempo control.	
Criterion 2: Technical skills							
0	1	2	3	4	5	6	
Demonstrates poor technical skill.	Demonstrates limited technical skill, with frequent and significant lapses.	Demonstrates inconsistent technical skill and control, with several lapses.	Demonstrates satisfactory technical skill and control, with occasional lapses.	Demonstrates proficient technical skill and control, recovering well from minor lapses.	Demonstrates excellent technical skill and control, with only slight and infrequent lapses.	Consistently demonstrates excellent technical skill and control.	
Criterion 3: Pitch							
0	1	2	3	4	5	6	
Consistently performs with poor note accuracy and/or intonation.	Performs with limited note accuracy and/or control of intonation.	Performs with inconsistent note accuracy and/or intonation.	Performs with satisfactory note accuracy and/or intonation.	Performs with proficient note accuracy and/or intonation, recovering well from minor lapses.	Performs with excellent note accuracy and intonation, with only slight and infrequent lapses.	Consistently performs with excellent note accuracy and intonation.	
Criterion 4: Tone							
0	1	2	3	4	5	6	
Consistently performs with poor quality and control of tone.	Performs with limited quality and control of tone.	Performs with inconsistent quality and control of tone.	Performs with satisfactory quality and control of tone.	Performs with proficient quality and control of tone, recovering well from minor lapses.	Performs with excellent quality and control of tone, with only slight and infrequent lapses.	Consistently performs with excellent quality and control of tone across all registers and dynamic ranges.	
Style/Expression							50% (13 marks)
All performance contexts							
Criterion 5: Expressive elements							
0	1	2	3	4			
Demonstrates poor application of indicated or implied expressive elements, e.g. dynamics, articulation and tempo.	Applies a limited number of indicated or implied expressive elements, e.g. dynamics, articulation and tempo.	Competently applies many indicated and implied expressive elements, e.g. dynamics, articulation and tempo.	Effectively applies most indicated and implied expressive elements, e.g. dynamics, articulation and tempo.	Consistently and effectively applies indicated and implied expressive elements, e.g. dynamics, articulation and tempo.			
Specific performance context							
Criterion 6: Stylistic interpretation (Contemporary)							
0	1-2	3-4	5-6	7-8	9		
Demonstrates poor interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.	Demonstrates mostly ineffective interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.	Demonstrates inconsistent and sometimes ineffective interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.	Competently demonstrates appropriate interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.	Effectively demonstrates excellent interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.	Consistently and effectively demonstrates exceptional interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.		
Criterion 6: Stylistic interpretation (Jazz)							
0	1-2	3-4	5-6	7-8	9		
Demonstrates poor improvisation and/or interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.	Demonstrates mostly ineffective improvisation and/or interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.	Demonstrates inconsistent and sometimes ineffective improvisation and/or interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.	Competently demonstrates appropriate improvisation and interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.	Effectively demonstrates excellent improvisation and interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.	Consistently and effectively demonstrates exceptional improvisation and interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.		
Criterion 6: Stylistic interpretation (Music Theatre)							
0	1-2	3-4	5-6	7-8	9		
Demonstrates poor interpretation of stylistic performance conventions, melody, rhythm, phrasing and vocal quality, and/or characterisation and dramatic sub-text.	Demonstrates mostly ineffective interpretation of stylistic performance conventions, melody, rhythm, phrasing and vocal quality, and/or characterisation and dramatic sub-text.	Demonstrates inconsistent and sometimes ineffective interpretation of stylistic performance conventions, melody, rhythm, phrasing and vocal quality, and/or characterisation and dramatic sub-text.	Competently demonstrates appropriate interpretation of stylistic performance conventions, melody, rhythm, phrasing and vocal quality, characterisation and dramatic sub-text.	Effectively demonstrates excellent interpretation of stylistic performance conventions, melody, rhythm, phrasing and vocal quality, characterisation and dramatic sub-text.	Consistently and effectively demonstrates exceptional interpretation of stylistic performance conventions, melody, rhythm, phrasing and vocal quality, characterisation and dramatic sub-text.		
Criterion 6: Stylistic interpretation (Western Art Music)							
0	1-2	3-4	5-6	7-8	9		
Demonstrates poor interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.	Demonstrates mostly ineffective interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.	Demonstrates inconsistent and sometimes ineffective interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.	Competently demonstrates appropriate interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.	Effectively demonstrates excellent interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.	Consistently and effectively demonstrates exceptional interpretation of stylistic performance conventions, melody, rhythm, harmony and phrasing.		
Program requirements (all performance contexts)							10% (10 marks)
Criterion 7: Time requirements							
0	1	2					
Presents a performance which is more than 4 minutes under the mandated time requirements.	Presents a performance which is 3 minutes under the mandated time requirements.	Presents a performance which meets the mandated time requirements.					
Criterion 8: Balance of program							
0	1	2	3				
Presents a program of repertoire with little or insufficient contrast in style and technique.	Presents a program of repertoire with some contrast in style and technique.	Presents a program of mostly contrasting repertoire in a variety of styles displaying versatility of technique.	Presents a program of suitably contrasting repertoire in a variety of styles displaying versatility of technique.				
Criterion 9: Standard of repertoire							
0	1	2	3				
Performs repertoire of an inappropriate standard.	Performs some repertoire of an appropriate standard.	Performs repertoire of a mostly appropriate standard.	Performs repertoire of an appropriate standard.				
Criterion 10: Performing score							
0	1	2					
Does not present an accurate performing score for any of the repertoire.	Presents an accurate performing score for most of the repertoire.	Presents an accurate performing score for all repertoire.					