



## SAMPLE ASSESSMENT OUTLINE

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**MUSIC**  
**GENERAL YEAR 12**

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## Sample assessment outline

### Music – General Year 12

Unit 3 and Unit 4 – Practical component (select from one of three options: Performance, Composition portfolio or Production/Practical project)

#### Performance

Assessment component	Assessment type (from syllabus)	Assessment type weighting (from syllabus)	Assessment task weighting	When	Assessment task
Practical (40%)	Prepared repertoire	20%	5%	Semester 1 Week 7	<b>Task 1: Class performance</b> – students will select one piece that they are currently learning with their instrumental/vocal teacher to perform to the class
			8%	Semester 2 Week 12	<b>Task 4: Recital night/concert</b> – students will select two contrasting pieces and perform them in a recital/concert setting, providing suitable accompaniment where required
			7%	Semester 2 Week 14	<b>Task 5: Music Theatre concert</b> – individual and ensemble performance of selected and arranged Music Theatre repertoire studied during the semester
	Other performance activities	20%	5%	Semester 1 Week 14	<b>Task 2: Performance of film composition score</b> – students perform music composed to accompany a selected film scene devised by media students
			5%	Semester 2 Week 3	<b>Task 3: Sight reading</b> – students will sight read an excerpt provided by their instrumental/vocal teacher, observing relevant performance conventions and score markings <b>OR</b> <b>Task 3: Improvisation</b> – students will play an improvised solo over an F Blues progression using a backing CD, backing band or instrumentalist, demonstrating rhythmic, melodic and harmonic creativity
			5%	Semester 2 Week 14	<b>Task 6: Ensemble</b> – summative report accounting for musical contribution, and attention to, and progress made with, rehearsal conventions in one or more ensembles over the year. Reports can be provided by ensemble directors, instrumental/vocal teachers or classroom teachers, if the ensembles are class-based
			5%	Semester 2 Week 14	<b>Task 7: Instrumental/vocal teacher report</b> – summative report accounting for student progress over the year according to set criteria
			<b>40%</b>	<b>40%</b>	

OR

## Composition portfolio

Assessment component	Assessment type (from syllabus)	Assessment type weighting (from syllabus)	Assessment task weighting	When	Assessment task
Practical (40%)	Composition portfolio	40%	5%	Semester 1 Week 7	<b>Task 1: Portfolio proposal</b> – students will complete a written proposal addressed to the teacher, outlining the plan for the portfolio. Includes samples (short written and/or audio excerpts, thematic ideas, etc.) of each piece
			7%	Semester 1 Week 14	<b>Task 2: Composition presentation</b> – students will select one piece that they are preparing for the portfolio submission and present the overview, score, and recording to the class
			8%	Semester 2 Week 8	<b>Task 3: Composition assessment</b> – partial submission of the portfolio, including overviews, scores and recordings. The exact nature of ‘partial submission’ to be negotiated between classroom teacher, composition tutor and student
			15%	Semester 2 Week 14	<b>Task 4: Composition portfolio</b> – submission of complete portfolio (minimum of two contrasting pieces, 10–12 minutes combined time) including overviews, scores and recordings for all compositions
			5%	Semester 2 Week 14	<b>Task 5: Composition portfolio supervisor report</b> – summative report accounting for student progress over the year according to set criteria
		<b>40%</b>	<b>40%</b>		

OR

## Production/Practical project

Assessment component	Assessment type (from syllabus)	Assessment type weighting (from syllabus)	Assessment task weighting	When	Assessment task
Practical (40%)	Production/ Practical project	40%	5%	Semester 1 Week 7	<b>Task 1: Production</b> – presentation of 1–2 pieces/scenes/sections from the production individually, or as part of an ensemble (and marked individually) <b>OR</b> <b>Task 1: Practical project</b> – presentation of overview of project, research aims and intentions, outline of one arrangement or composition, or an analysis or performance of one piece
			10%	Semester 1 Week 14	<b>Task 2: Production</b> – presentation of 2–3 pieces/scenes/sections from the production individually, or as part of an ensemble (and marked individually) <b>OR</b> <b>Task 2: Practical project</b> – presentation of first section of written project and overview of the rest, outline of 1–2 arrangements or compositions, or an analysis or performance of 1–2 pieces
			20%	Semester 2 Week 14	<b>Task 3: Production</b> – final performance of complete production, with students assessed individually and as part of an ensemble <b>OR</b> <b>Task 3: Practical project</b> – presentation of final project, including all required documentation and materials
			5%	Semester 2 Week 14	<b>Task 4: Production/project teacher/supervisor report</b> – summative report accounting for student progress over the year according to set criteria
		<b>40%</b>	<b>40%</b>		

## Unit 3 and Unit 4 – Written component

Assessment component	Assessment type (from syllabus)	Assessment type weighting (from syllabus)	Assessment task weighting	When/due date/start and submission date	Assessment task
Written (60%)	Aural and theory	16%	4%	Semester 1 Week 7	<b>Task 1: Aural and theory test</b> – formal in-class assessment based on sampling of aural and theory content, including identification and writing of scales, intervals and chords, dictations and aural analysis
			5%	Semester 2 Week 5	<b>Task 7: Aural analysis</b> – students will listen to Music Theatre excerpts and answer analysis questions based on identification of style, era/period, instrumentation, composer/artist, form, compositional devices, melodic, rhythmic and harmonic characteristics, dynamics/expressive devices, in addition to dictations, discrepancies, intervals and chords
			7%	Semester 2 Week 14	<b>Task 9: Aural and theory test</b> – formal in-class assessment including identification of scales, intervals, triads, chords, rhythmic and melodic dictations, discrepancies and analysis questions
	Composing and arranging	14%	6%	Semester 1 Week 10	<b>Task 2: Film score composition task</b> – students will compose an original score to accompany a sequence from an original short film devised by media students. The film and accompanying score will be performed in Week 14
			3%	Semester 2 Week 3	<b>Task 6: Melody and accompaniment writing</b> – students will complete a rhythmic word setting for given text and then compose a suitable melody in a Music Theatre style. They will also compose a stylistically-suitable accompaniment incorporating appropriate tempo, dynamics and articulation
			5%	Semester 2 Week 10	<b>Task 8: Melody and accompaniment writing and arranging</b> – students will compose a melody and write a suitable accompaniment in a Music Theatre style. They will also incorporate a second part in the form of a descant/counter-melody or harmony line. The melody and accompanying parts will then be arranged for a small ensemble, including transposing instruments, and incorporate appropriate stylistic and expressive indications. The arrangements will be performed as part of the Music Theatre concert in Week 14
	Investigation and analysis	15%	4%	Semester 1 Week 11	<b>Task 3: Investigation and analysis</b> – students to complete a series of investigative questions about film music, and analyse music characteristics of given scenes from a selection of films, including the development of a character and the use of leitmotif or thematic transformation
			4%	Semester 1 Week 14	<b>Task 5: Formal test</b> – visual and aural analysis questions and short answer questions based on film music, including general characteristics, history and development, key composers/artists and musical characteristics
			7%	Semester 2 Week 14	<b>Task 10: Aural and visual analysis</b> – analysis of various familiar and unfamiliar Music Theatre excerpts covering a range of styles. Questions may relate to era, style, form and other musical characteristics
	Externally set task	15%	15%	Semester 1 Week 13	<b>Task 4:</b> a task set by the School Curriculum and Standards Authority based on content from Unit 3 – <teacher to insert information provided by the Authority>
		<b>60%</b>	<b>60%</b>		