



Calrossy Anglican School

Name: _____
 Piece: _____
 Topic: _____

Instrument: _____
 Composer: _____
 Elective/Core: _____

Music Performance Assessment Marking Criteria

Outcomes Assessed H1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

1 – 4	5 – 8	9 – 12	13 – 16	17 – 20
<p>A performance in this range demonstrates:</p> <ul style="list-style-type: none"> • Very limited technical skills • Little evidence of stylistic understanding of the chosen style • Performs the chosen repertoire with little or no sense of musical expression • Demonstrates little or no awareness of the performer's role as a soloist/ensemble member • Fails to submit analysis, unity and variety features of the piece and does not appraise the performance 	<p>A performance in this range demonstrates:</p> <ul style="list-style-type: none"> • Some basic technical skill, although there are frequent inconsistencies in technical fluency, technical facility, and intonation • Basic stylistic understanding. Articulation and/or dynamics and/or expressive techniques are not consistently appropriate to the chosen style • The chosen repertoire with little sense of musical expression • A limited awareness of the performer's role as a soloist/ensemble member, which may be evident through lack of communication and balance in the ensemble or with the accompanist • Submits an analysis of the piece with minimal concepts addressed, briefly identifies unity and variety and appraises the performance with little reflection for improvement 	<p>A performance in this range demonstrates:</p> <ul style="list-style-type: none"> • Competent technical skills. Some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation • A sense of stylistic understanding through performance of the chosen repertoire. The articulation and/or dynamics and/or expressive techniques may not be consistently appropriate to the chosen style • The chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style • A competent, although not consistent understanding of solo/ensemble techniques including understanding of the role of soloist/ ensemble member, communication with accompanist/ ensemble and issues of balance • Submits an analysis of the piece, addresses unity and variety mostly and appraises the performance 	<p>A performance in this range demonstrates:</p> <ul style="list-style-type: none"> • Developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire • Stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques • A sense of personal expression, demonstrated by the use of expressive techniques and sensitivity to the chosen style • A developed understanding of solo/ensemble techniques including understanding of the role of soloist/ ensemble member, communication with accompanist/ensemble and issues of balance • Submits a thorough analysis of the piece, addresses unity and variety mostly and appraises the performance constructively 	<p>A performance in this range demonstrates:</p> <ul style="list-style-type: none"> • Highly-developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire • Perceptive stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques • A well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style • A highly-developed understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance • Submits a sophisticated analysis of the piece, addresses unity and variety thoroughly and appraises the performance constructively

Comments: