



Year 9 Music

Task 3: Performance 2

Due Date: Sep 16, 2024

Task Distributed: Sep 2, 2024

Unit: Performance Projects

Task Type: Performance

Task Weighting: 20%

Outcomes: 5.1, 5.2, 5.3, 5.11, 5.12

Task Description

- You will pick a song and create your own cover version based on one of the class project briefs.
 - **Xerox**: cover a song exactly
 - **Remix**: take a song's original instruments and remix them to create something new
 - **CPR**: take an outdated song and revive it by adding new elements
 - **Mashup**: take two or more songs and add them together
- You may perform this either in small ensembles (**max 5 people**) or as a solo performance (you may have accompaniment for your performance).
- The maximum time limit for your song is 5 minutes.
- Consult with your teacher to see if your chosen song is suitable for the task, and also if it's achievable within the time frame.
- During our lessons, you will work individually or with your group on learning your chosen song.
- You will evaluate the other groups' performances and give some constructive feedback. You will need to say one thing the performer/s did well and one thing they can improve upon.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Evaluate**: Make a judgement based on criteria; determine the value of
- **Perform**: Play a piece of music

Check the NESA Glossary of Key Words for further guidance
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

The performances will happen in class on Monday, September 16.

We need to get through all groups on this day so please ensure you arrive at class on time.

ALL students must be present to give feedback to other groups.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through verbal feedback.
- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.

Upon return of the task, students will also be expected to complete a self-reflection.

Students will be required to complete a self-reflection form at the time they receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of their performance, as well as areas that have been identified to strengthen in future tasks.

Students can access this self-reflection form using the link below: <https://forms.gle/gifJW2CaQy9nCZLP9>

How does this link to my learning?

- Understanding musical concepts by performing music of varying styles with skill
- Understanding musical concepts through using scores and interpreting notation
- Demonstrating an appreciation, tolerance and respect for music of varying styles and cultures

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

CRITERIA - PERFORMANCE (GROUP)	
<ul style="list-style-type: none"> - Group performs fluently with consistent timing and rhythm amongst all players - Each individual's contribution fits seamlessly within the group performance - Pitch, rhythm and dynamics executed consistently to a high degree 	13-15
<ul style="list-style-type: none"> - Group performs with mostly consistent timing and rhythm amongst all players - Each individual's contribution fits well within the group performance - Pitch, rhythm and dynamics executed consistently 	10-12
<ul style="list-style-type: none"> - Group performs with some consistent timing and rhythm amongst all players - Each individual's contribution fits somewhat well within the group performance - Pitch, rhythm and dynamics played with some inconsistencies 	7-9
<ul style="list-style-type: none"> - Group performs with little consistent timing and rhythm amongst all players - Each individual's contribution almost fits within the group performance - Pitch, rhythm and dynamics contain many inconsistencies 	4-6
<ul style="list-style-type: none"> - Group performs with no consistent timing and rhythm amongst all players - Each individual's contribution does not fit within the group performance - Pitch, rhythm and dynamics are inconsistent 	1-3

CRITERIA - PERFORMANCE (PER STUDENT IN GROUP)	
<ul style="list-style-type: none"> - Student demonstrates high degree of technical fluency and accuracy with selected instrument - Student performs confidently and without hesitation, and is comfortable in group performance environments 	5
<ul style="list-style-type: none"> - Student demonstrates developed degree of technical fluency and accuracy with selected instrument - Student performs confidently and with little hesitation, and is comfortable in group performance environments 	4
<ul style="list-style-type: none"> - Student demonstrates some technical fluency and accuracy with selected instrument - Student performs with some hesitation, and appears uncomfortable in group performance environments 	3
<ul style="list-style-type: none"> - Student demonstrates basic technical fluency and accuracy with selected instrument - Student performs with some hesitation, and is uncomfortable in group performance environments 	2
<ul style="list-style-type: none"> - Student does not show technical fluency and accuracy with selected instrument - Student performs with frequent hesitation, and does not interact well in group performance environments 	1

CRITERIA - PERFORMANCE (SOLO PERFORMANCE) (scaled to /20)	
<ul style="list-style-type: none"> - Student demonstrates high degree of technical fluency and accuracy with selected instrument - Student demonstrates high degree of solo/ensemble awareness - Student performs confidently and without hesitation 	9-10
<ul style="list-style-type: none"> - Student demonstrates developed degree of technical fluency and accuracy with selected instrument - Student demonstrates developed degree of solo/ensemble awareness - Student performs confidently and with little hesitation 	7-8
<ul style="list-style-type: none"> - Student demonstrates some technical fluency and accuracy with selected instrument - Student demonstrates some degree of solo/ensemble awareness - Student performs with some hesitation 	5-6
<ul style="list-style-type: none"> - Student demonstrates basic technical fluency and accuracy with selected instrument - Student demonstrates basic degree of solo/ensemble awareness - Student performs with some hesitation 	3-4
<ul style="list-style-type: none"> - Student does not show technical fluency and accuracy with selected instrument - Student does not demonstrate solo/ensemble awareness - Student performs with frequent hesitation 	1-2