



Year 7 Music

Task 3: Performance (II)

Due Date:

Lessons starting from Oct 31, 2024

Task Distributed: Oct 17, 2024	Unit: Popular Music
Task Type: Performance	Task Weighting: 20%
Outcomes: 4.1, 4.2 and 4.8	

Task Description

Your teacher will provide you with a copy of a song from the Popular Music topic and will model the piece by playing it through for you several times, explaining how to set up a pre-set rhythmic accompaniment.

You will be given SIX (6) periods of timetabled lessons during which to practise the piece (in pairs) using the school keyboards; it is your responsibility to be present in class for these lessons. Use this time to seek clarification from your teacher about your performance progress.

Students with previous experience in performing music may negotiate an alternate, challenging piece with the teacher, using an instrument of choice.

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.

PERFORM- Performing refers to participating in any form of practical music making in solo and/or ensemble situations.

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-

- On the performance date you will be called to perform the piece your teacher; you will NOT be expected to perform in front of the class.
- Students who are absent (due to illness/misadventure) on either the Performance Date or during timetabled practise lessons will need to negotiate a different time to practise/perform. This may occur at Recess or Lunch time.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within TWO SCHOOL WEEKS of the due date.
- At this time, feedback including information on how to improve will be provided through marking criteria and a general comment.
- Students can clarify or seek further feedback by speaking with their teacher.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric.

Students will be required to complete a self-reflection worksheet at the time students 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 our performance, as well as areas that have been identified to strengthen in future tasks.

How does this link to my learning?

This task gives students the opportunity to develop skills in performance, which is integral to the study of Music. It will enable them to;

- demonstrate their understanding of the concepts of pitch and duration through the practise and performance
- develop and reflect upon their process in learning new skills

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.

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Task 3 Performance (2)- Marking Guidelines

Performance (10 MARKS)-

Criteria	1	2	3	4	5
Fluency (in terms of rhythm)	Performance is incomplete .	Many hesitations throughout	Some hesitations throughout.	One or two minor hesitations,	Very fluent throughout,
Accuracy (in terms of melody)	The melody is performed inaccurately throughout and/ or the performance is incomplete.	The melody contains many inaccuracies (more than 50%).	The melody contains some inaccuracies.	The melody contains one or two inaccuracies.	The melody is completely accurate.