



## Year 10 Music

# Task 6: Performance 2

**Due Date:** Nov 19, 2025

**Task Distributed:** Oct 28, 2025

**Unit:** Performance Skills

**Task Type:** Performance

**Task Weighting:** 20%

**Outcomes:** 5.1, 5.2, 5.3, 5.11, 5.12

### Task Description

- You will be performing a song of your choice in groups or as a solo 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.

### 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 need to be completed by Wednesday, 19th November.

## 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.

**Group Performance**

Group Mark

	1	2	3	4	5
<b>Technical Fluency and Control</b>	Lacks technical control. Frequent errors and unclear tone significantly impact performance quality.	Limited technical fluency. Frequent errors or hesitation affect the clarity of the performance.	Demonstrates developing control and fluency. Inconsistencies or inaccuracies are present but the performance remains mostly secure.	Performs with good technical fluency and control. Minor lapses occur but do not affect overall performance quality.	Performs with strong technical fluency and confident control. Notes, fingerings, and articulations are accurate and consistent throughout.
<b>Consistency of Pulse and Timing</b>	Pulse is inconsistent or absent, with limited awareness of ensemble timing.	Pulse and timing are irregular, leading to moments of disconnection from the ensemble.	Demonstrates some sense of pulse but with noticeable timing lapses that affect ensemble unity.	Pulse is mostly steady with minor timing inconsistencies. Ensemble cohesion is generally maintained.	Maintains a secure and consistent pulse throughout the performance, responding well to ensemble timing.
<b>Accuracy and Control of Dynamics (Volume)</b>	No clear evidence of dynamic control or awareness.	Limited dynamic contrast. Dynamics are mostly unintentional or inconsistent.	Attempts dynamic variation but with limited control or stylistic accuracy.	Uses dynamics with some accuracy and control, though contrast and balance may be uneven.	Demonstrates accurate and controlled use of dynamics appropriate to the style and context.
<b>Stylistic Expression and Engagement</b>	Lacks stylistic awareness or expressive intent. No evident engagement.	Limited stylistic or expressive qualities. Minimal engagement with ensemble or audience.	Shows some stylistic awareness and expression but engagement is inconsistent.	Displays good expression and stylistic awareness. Ensemble and audience engagement are mostly effective.	Performs with stylistic accuracy, clear expression, and strong engagement with both ensemble and audience.

Individual Mark of Student in Group

1	2	3	4	5
Minimal participation or awareness of ensemble context.	Limited contribution due to technical or timing challenges.	Demonstrates developing ensemble awareness and technique with some inaccuracies.	Contributes effectively with minor errors or lapses in consistency.	Demonstrates strong technical ability, awareness of ensemble, and confident contribution throughout.

**Solo Performance**

	1	2	3	4	5
<b>Technical Fluency and Control</b>	Lacks control and accuracy throughout the performance.	Limited fluency with frequent technical errors.	Demonstrates developing fluency with occasional inconsistencies.	Performs with good control and accuracy, with minor technical lapses.	Performs with strong technical fluency and confident control. Notes and articulation are accurate and consistent.
<b>Consistency of Pulse and Timing</b>	Pulse is unclear or absent.	Pulse is often irregular or hesitant.	Demonstrates some sense of pulse but with noticeable inconsistencies.	Pulse is mostly steady with small rhythmic lapses.	Maintains a consistent and secure pulse throughout.
<b>Accuracy and Control of Dynamics (Volume)</b>	No evidence of dynamic control or variation.	Limited use of dynamics; volume remains mostly unchanged.	Attempts some dynamic variation but lacks accuracy or intention.	Uses dynamics effectively, though not always consistent in control.	Demonstrates clear and appropriate dynamic contrast with accurate control.
<b>Stylistic Expression and Engagement</b>	Lacks expression or engagement with the audience.	Limited expression and unclear stylistic intent.	Demonstrates developing expression and basic stylistic understanding.	Displays good stylistic awareness and expressive intent with some inconsistencies.	Performs with clear stylistic understanding, expressive control, and confident audience engagement.