

**Assessment Schedule – 2017****Music: Demonstrate aural and theoretical skills through transcription (91093)****Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
Identifies <b>individual chords</b> in isolation.	Identifies <b>chord progressions</b> (pairs of adjacent chords).	Identifies <b>chord phrases</b> so that the original music is <b>convincingly reproduced</b> .
Notates rhythm, identifying <b>rhythmic patterns</b> .	Coherently notates <b>rhythmic phrases</b> so that the intent of the original music is <b>communicated</b> .	Securely notates <b>rhythmic phrases</b> so that the original music is <b>convincingly reproduced</b> .
Notates melody, identifying <b>melodic contours</b> .	Coherently notates <b>melodic phrases</b> so that the intent of the original music is <b>communicated</b> .	Securely notates <b>melodic phrases</b> so that the original music is <b>convincingly reproduced</b> .
Identifies <b>musical features</b> .	Coherently identifies <b>musical features</b> so that the intent of the original music is <b>communicated</b> .	Securely identifies <b>musical features</b> so that the intent of the original music is <b>convincingly reproduced</b> .

**Evidence**

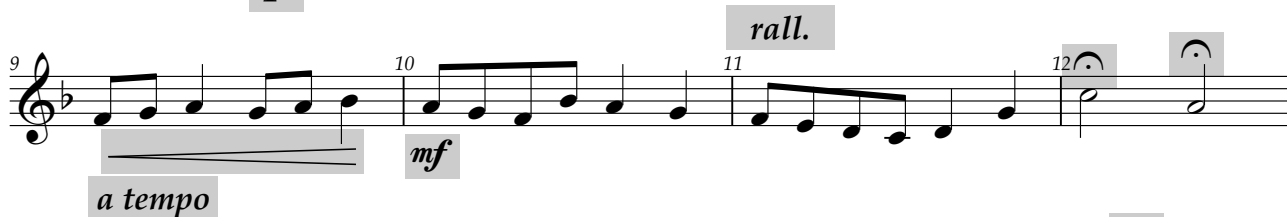
Task	Achievement	Achievement with Merit	Achievement with Excellence
(a)	Indicates: <ul style="list-style-type: none"> <li>the name of the instrument</li> <li>a <b>valid</b> tempo indication to describe ♩ = 88 (e.g. “moderato” / “moderately”; “andante” / “walking pace”).</li> </ul>	Indicates TWO changes of tempo: <ul style="list-style-type: none"> <li>the music slows in bar 11 and / or bar 12</li> <li>the music speeds up / returns to the original speed at bar 13.</li> </ul>	Indicates all THREE changes of tempo using appropriate terminology: <ul style="list-style-type: none"> <li><i>rall.</i> or <i>rit.</i> in bar 11 (and 12)</li> <li>a <i>tempo</i> in bar 13</li> <li>a <i>fermata</i> / pause symbol in bar 12 and / or bar 16.</li> </ul>
	Indicates an awareness of dynamics by showing BOTH of: <ul style="list-style-type: none"> <li>bars 5 and / or 6 are quieter than the beginning</li> <li>the music is louder in bars 9 and / or 10</li> </ul>	Indicates TWO changes of dynamics: <ul style="list-style-type: none"> <li>the music is suddenly quieter in bar 5</li> <li>the music gets gradually louder in bar 9 and / or bar 10</li> </ul>	Indicates THREE changes of dynamics using appropriate terminology: <ul style="list-style-type: none"> <li><i>mp</i> / <i>p</i> at bar 5, beat 1</li> <li>a <i>crescendo</i> beginning in bar 9</li> <li><i>mf</i> / <i>f</i> at bar 10 or bar 11</li> </ul>
(b)	Identifies SIX melodic contours.	Transcribes THREE melodic phrases, with allowance for TWO errors in each.	Transcribes FOUR melodic phrases, with allowance for TWO errors overall.

There are:

- 12 melodic contours and 7 melodic phrases to be transcribed.

**A** Moderato / Moderately / (♩ = 88)

Violin



**B**



**C**



**D**





<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
ONE (of five) piece of evidence at any level.	TWO (of five) pieces of evidence at any level.	THREE (of five) Achievement opportunities.	FOUR (of five) Achievement opportunities.	FOUR (of five) Merit opportunities.	FIVE (of five) Merit opportunities.	FOUR (of five) Excellence opportunities.	FIVE (of five) Excellence opportunities.

**N0** = No response; no relevant evidence.

### Cut Scores

<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
0 – 2	3 – 4	5 – 6	7 – 8