

NEW ZEALAND SCHOLARSHIP 2004

ASSESSMENT SCHEDULE FOR MUSIC STUDIES

<p>Outstanding Performance – Performance Descriptor 1</p> <ul style="list-style-type: none"> <i>demonstrate breadth and depth of understanding of the music elements, structural characteristics, social, historical, cultural and stylistic background.</i> <i>apply knowledge and skills through the detailed critical analysis, evaluation and review of a range of music works.</i> <p>10</p>	<p>The Outstanding Performance – Performance Descriptor 1 essay will demonstrate:</p> <ul style="list-style-type: none"> confident use of terminology perceptive response to question use of highly pertinent evidence from score extracts to show in-depth understanding of question communication of unique and insightful understanding of the question sophisticated ideas and responses exceptional quality in style and structure of response analysis linked to expressive features of the music written response showing evidence of ability to internalise the score extensive relevant detail in written response analysis linked to evaluative comments
<p>Performance Descriptor 2</p> <ul style="list-style-type: none"> <i>demonstrate understanding of the music elements, structural characteristics, social, historical, cultural and stylistic background</i> <i>apply knowledge and skills through the analysis, evaluation and review of a range of music works.</i> <p>8</p>	<p>The Performance Descriptor 2 essay will demonstrate:</p> <ul style="list-style-type: none"> correct use of terminology use of appropriate evidence from score extract to show understanding of question evidence of understanding the question occasional insight quality in style and structure of response occasional links of analysis to expressive features of the music relevant detail in written response

<p>Performance Descriptor 3</p> <ul style="list-style-type: none"> • <i>demonstrate some understanding of the music elements, structural characteristics, social, historical, cultural and stylistic background</i> • <i>apply knowledge and skills through the analysis and review of music works</i> <p>6</p>	<p>The Performance Descriptor 3 essay will demonstrate:</p> <ul style="list-style-type: none"> • mostly accurate use of language • use of evidence from the score extract to show understanding of the question • evidence shown of understanding the question • structured response • some relevant detail in written response • description and analysis rather than evaluation
<p>Performance Descriptor 4 The student will:</p> <ul style="list-style-type: none"> • <i>Apply knowledge, skills and understanding to a variety of unprepared music contexts</i> <p>4</p>	<p>The Performance Descriptor 4 essay will demonstrate:</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Evidence of knowledge though may not be accurately linked to score context • Aspects of understanding may limit analysis • Some demonstration of knowledge of elements applied basic analysis of a score(s) • Some structure in response • Relevant detail

Specific details about individual questions in the 2004 examination follow.

Evidence Statement

SECTION ONE: Individual Score Extracts

Question One

Candidates will:

- clearly explain features of the writing that makes the score an effective piece of music in terms of, for example: simple melodic idea outlining V–I; uncomplicated rhythms; clear, diatonic harmony; transparent, ‘uncluttered’ textures; idiomatic string writing etc
- evaluate, in depth, why score extract 7 (Britten) is an example of effective piece of music by identifying and analyzing wide ranging and pertinent specific evidence, clearly linking the examples (linked to point above) to evaluations of why they are examples of ‘effective’ writing. Possible explanations include: simple tonality and harmonic structure – uncharacteristic of the 20th century, the use of motivic, rhythmic and textural development and any other stylistic characteristics of the period that link to simplicity of style and the effectiveness of the writing
- all points bulleted are focused on and specific music references clearly substantiate identified features.

Question Two

Candidates will:

- clearly identify and describe, in-depth, what the mood of the music extract is
- explain clearly, fluently and in depth how the composer has created mood in a selected score
- provide a wide ranging and accurate in-depth analysis of how selected musical elements, structural and compositional devices substantiate the description and structural devices (Range: rhythm, pitch/melody, dynamics, tone colour, harmony, texture, repetition, imitation (etc) and instrumentation) are combined to establish the identified mood.

Question Three

Candidates will:

- provide an accurate, in-depth on-score analysis of a selected score showing clear understanding of:
 - * key(s), with modulation(s)
 - * harmonic structure – using Roman numerals, figured bass or jazz/rock notation
- clearly refer to the analysis and other musical elements and structural devices (Range: rhythm, pitch/melody, dynamics, tone colour, harmony, texture) to explain, in depth, how the extract of music is typical of the period in which it was written.

Question Four

Candidates will:

- explain clearly, fluently and in depth how a composer achieves a sense of unity AND variety in a selected score
- accurately analyse the score extract music, in depth, in order to clearly and coherently identify the main musical features that contribute to the sense of unity and variety
- clearly and concisely explain which musical features are used most predominantly in the score extract, and refer to pertinent musical evidence.

SECTION TWO: Comparison of a Studied Work with an Unprepared Score Extract

Question Five

Candidates will:

- examine a score extract with a previously studied work in a similar style or genre and show clearly, fluently and in depth how the two works compare in terms of musical features. (Range: keys/modulations/tonality, rhythm, pitch/melody, instrumentation/orchestration, dynamics, tone colour, harmony, texture and any other structural devices)
- comment accurately and in depth, on how the features of the score extract and studied work are typical of the style or genre.

Question Six

Candidates will:

- examine a score extract with a previously studied work in a similar style or genre and show clearly, fluently and in depth how the two works compare in terms of the historical and social context, concisely noting how these influenced the development of the style or genre
- provide accurate and well-judged evidence to make coherent and well-informed links between the score extract chosen and the previously studied work.

Question Seven

Candidates will:

- give a comparative overview of a score extract with a previously studied work in a similar style or genre and show clearly, fluently and in depth how the two works compare in terms of the purpose and function of the music
- give a comparative overview of a score extract with a previously studied work in a similar style or genre and show clearly, fluently and in depth how the two works compare in terms of the historical and cultural significance
- give a comparative overview of a score extract with a previously studied work in a similar style or genre and show clearly, fluently and in depth how the two works compare in terms of the musical style.

Question Eight

Candidates will:

- examine a score extract with a previously studied work in a similar style or genre and clearly define *performance conventions* of the style or genre chosen
- show clearly, fluently and in depth how the two works compare in terms of the performance conventions
- accurately and in depth, provide evidence of the specific characteristics of each of the performance settings between the two pieces from the score extract chosen and the previously studied work.

SECTION THREE: Comparison of Two or More Unprepared Score Extracts

Question Nine

Candidates will:

- demonstrate insightful investigation by comparing and contrasting the ways composers have set words to music by examining two vocal scores that demonstrate different musical styles
- clearly explain how the composer highlights the intentions of the words through the musical setting
- succinctly evaluate the word setting with clear reference to appropriate examples in the scores.

Question Ten

Candidates will:

- clearly discuss the impact rhythm has as a significant feature of the musical expression in two chosen score extracts
- critically evaluate performances that would be authentic within respective cultural, historical and stylistic settings
- accurately and in depth, provide evidence from the scores, with well-judged annotations, to support the discussion.

Question Eleven

Candidates will:

- identify and concisely explain similarities and differences between two score extracts with reference to all of: instrumentation, tonality, rhythmic characteristics and structural devices
- provide accurate and in-depth comment(s) on the particular historic and/or cultural context(s) each score extract represents.

Question Twelve

Candidates will:

- critically identify and explain the important musical aspects of two score extracts which should be considered in performance, referring to cultural/historical/stylistic context or genre
- discuss, in depth, how authenticity, convention and imagination combine or conflict in performance of music from scores.