

2021 March Moderation - Report



Which meeting is this report for?

Music Level 3

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 7 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

Criterion 8 = Overall, Element 1, Element 2, Element 3, Element 4

Sample 1 - What rating (or ratings) has the group assigned this sample?

Criterion 7 - C- Criterion 8 - C-

Sample 1 - What evidence supports the rating (or ratings) the group has given?

Criterion 7 - Inconsistent dexterity and coordination demonstrated throughout much of the performance. Lack of secure independence between hands; considerable unevenness in demisemiquaver groupings in the Bach as well as the semiquaver passages in the Kuhlau.

Criterion 8 - There was an attempt to achieve some sense of shape and occasional attention was paid to phrasing. However, there was minimal dynamic variations and articulations, including staccato and accents. In addition, a lack of independence between the hands contributed to a noticeable sense of imbalance between bass and treble parts.

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

There would need to be greater evidence of technical facility and dexterity and a greater communication of understanding of phrasing and stylistic articulations as well as much more attention paid to dynamics.

Sample 1 - Summary of group consensus with comments to element level if applicable.

There was a sameness about the first and last piece of the performance, in that they were all played at a similar tempo and volume with very little variation. Therefore, there was very little integrity of style demonstrated here. The middle piece did demonstrate a stylistic difference and greater expression. Technical facility was stretched to the maximum.

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

The teacher may consider assigning specific scale and arpeggio tasks/ exercises in order to help improve technical facility and dexterity. In addition, the teacher may encourage the student to listen to performances of each piece and to investigate some core characteristics of different styles and genres, in order to assist the student to perform with a greater sense of style.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 7 = Overall, Element 1, Element 2, Element 3, Element 4, Element 5

Criterion 8 = Overall, Element 1, Element 2, Element 3, Element 4

Sample 2 - What rating (or ratings) has the group assigned this sample?

Criterion 7 - C+; Criterion 8 - C+

Sample 2 - What evidence supports the rating (or ratings) the group has given?

Criterion 7

Intonation was consistently insecure, especially semitonal and tonal movement. Some rhythmic inconsistencies and accuracy were also apparent during the performance.

Criterion 8

Attention to phrasing was inconsistent, and there was a lack of line and shape evident throughout the performance.

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Greater security and realisation of correct intonation, consistent application of rhythmic features and attention to phrasing would need to be demonstrated in order to assign a higher rating to this performance.

Sample 2 - Summary of group consensus with comments to element level if applicable.

Despite limited time to discuss this sample, the consensus for the majority of group members was that the performance was worthy overall of a C+ rating. Intonation, rhythmic and phrasing issues during the performance, although not sufficient to completely compromise the performance, were consistently evident enough to negatively impact the overall integrity of the performance.

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

The teacher might work with the student to develop aural skills so that they may more accurately perform with satisfactory and consistent intonation. The teacher might also consider assigning specific exercises and tasks that focus on phrasing techniques. In addition, the student should be encouraged to listen to examples of recordings and live performances of pieces in the same styles, in order to connect more readily with the jazz language.

Planning for September Moderation 2021 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

Criterion 5 and Criterion 6

State the name of the person who will be providing the samples for moderation

Scott weston

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

Links to samples were shared prior to the meeting.

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

Future focus on nurturing technical facility and dexterity as well as helping students to develop understanding of different genres and styles, thus promoting greater stylistic integrity in performances.