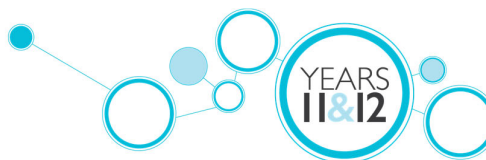


# 2018 September Moderation - Report



## Meeting Details

Meeting took place in:	North
AM or PM session?	AM
Which AM Meeting is this report for?	Arts - Music Level 3
Moderation Leader Name	Stephen King
Moderation Leader Email	Stephen.King@soc.tas.edu.au
Minute Keeper	Stephen King
Minute Keeper Email	Stephen.King@soc.tas.edu.au

## Attendance

Please enter the name and school for all attendees. This can be copied and pasted from the registration list sent to the Moderation Leader.	Jill Colgrave Don College Bronwyn Darvell Hellyer College Robert Deavin Launceston Church Grammar Jenny Bakun Launceston College Adam Langridge Launceston College Nic Parker Newstead College Stephen King Scotch Oakburn College Gerry Peters St Brendan-Shaw College Paul Mannion St Patricks College
Apologies/absences - please enter the names of teachers and their schools who appeared on the moderation leaders list who did not attend the	NIL

meeting.

## 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  
Criterion 8 = Overall

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

c- t

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

C7 The were issues with pitch and rhythm as well as fluency issues.

C8 Music was not at the appropriate standard

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

Great tonal control, music at the right level, more security of pitch and rhythm. Demonstrate better phrasing and dynamic contrast

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

Record the student playing and talk through the issues using recordings as evidence. Work with the student and their instrumental tutor to select appropriate repertoire.

## Moderation Details for Calibration - Sample 2

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

Crit 7 = All elements  
Crit 8 = All elements

that criterion

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

C- C-

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

Work on rhythmic issues to ensure the music is played accurately. More appropriate tonal choice for the music from amp. Develop musicality on long sustained notes.

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

Clear and cleaner tone. Better rhythmic accuracy. Playing a piece not with a backing track to demonstrate internalised pulse and musicianship that is not constrained to a 'click track'.

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

Playing with a live band as opposed to a backing track. Slow practice with a metronome to gain better facility.

### Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 7 = All elements  
Crit 8 = All elements

Sample 3 - What rating (or ratings) has the group assigned this sample?

C- C-

Sample 3 - What evidence supports the rating (or ratings) the group

Not sufficient melodic/pitch accuracy and vocal tone is compromised. Lack of security across the vocal range.  
Needs greater dynamic contrast. The phrasing of the

has given?

melody was lacking and requires greater attention

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Great accuracy of pitch. Further development of tone and tonal control. More phrasing and dynamic contrast.

Sample 3- What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Provide reference tracks of other singers performing the music. Record performances and discuss the performance using the reference tracks and performance recordings as stimuli.

### Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 9 = All elements

Sample 4 - What rating (or ratings) has the group assigned this sample?

A-

Sample 4 - What evidence supports the rating (or ratings) the group has given?

Good use of compositional devices. Scores well written and easy to read. Use of music elements (dynamics, etc) evident and well used.

Extensive use of rhythmic elements.

Good supporting documentation

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Greater consideration of the need for wind players to breathe.

Sample 4 - What actions would you

Encourage a different instrumentation (e.g. brass and other

recommend for teachers to help the student attain a higher rating (or ratings)?

woodwinds). Develop extended melodic writing

### Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Crit 9 = All elements

Sample 5 - What rating (or ratings) has the group assigned this sample?

C-

Sample 5 - What evidence supports the rating (or ratings) the group has given?

Compositions are not very sophisticated. use of musical elements

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Better use of the musical elements. Greater coherence in compositions in regard to melodic line writing

### Planning for March Moderation 2019 - Statewide Samples

Please select all that apply

Level 3 or 4

For Level 3 and 4 courses please suggest criteria for consideration by CTL's.

C \$ C9 C10

Please enter the name and email address of the person providing the samples:

Jennifer MacDonald

Email

Jennifer.MacDonald@education.tas.gov.au

Sharing Resources

Course Support