**Evaluation Rubric**

**Weighting**

Presentation: 50%

Performance/Composition: 50%

**Presentation**

* Demonstration of an understanding of the style and chosen factors
* Demonstration of an understanding of musical concepts and the relationship between them
* Use of relevant musical examples that support the discussion

*Outcomes assessed: H2, H4, H5, H6, H7*

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| Criteria | Marks |
| * Presentation has a clear and consistent musicological focus
* Demonstrates a perceptive understanding of the chosen topic
* Demonstrates high level aural awareness and understanding of musical concepts and their relationship to the chosen topic
* Supports the discussion with relevant musical examples
 | 17–20 |
| * Presentation has a musicological focus
* Demonstrates a detailed understanding of the chosen topic
* Demonstrates thorough aural awareness and understanding of musical concepts and their relationship to the chosen topic
* Supports the discussion with relevant musical examples
 | 13–16 |
| * Presentation has a musicological focus but may be inconsistent
* Demonstrates a generally sound understanding of the chosen topic although there may be some inaccuracies
* Demonstrates some aural awareness and ability to discuss the use of musical concepts in the chosen topic
* Presents relevant musical examples
 | 9–12 |
| * Makes an attempt to provide a musicological focus in the discussion
* Demonstrates basic understanding of the chosen topic
* Demonstrates basic aural awareness and skill in discussing the musical concepts
* Presents some musical examples
 | 5–8 |
| * Presentation lacks a musicological focus
* Demonstrates limited understanding of the chosen topic
* Demonstrates limited aural awareness and skill in discussing the musical concepts in the repertoire studied
* Uses irrelevant or inappropriate musical examples
 | 1–4 |

**Performance**

* Demonstration of technical skills
* Stylistic interpretation of the chosen repertoire
* Sense of musical expression and sensitivity to the chosen repertoire
* Demonstration of solo and/or ensemble techniques
* Relevance of performance to the topic and chosen questions

*Outcomes assessed: H1, H2, H7*

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| *Criteria* | *Marks* |
| * Demonstrates highly-developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire
* Demonstrates perceptive stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques
* Performs with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style
* Demonstrates a highly-developed understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance
* Relates intricately with presentation and chosen questions
 | *17–20* |
| * Demonstrates developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire
* Demonstrates stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques
* Performs with a sense of personal expression, demonstrated by the use of expressive techniques and sensitivity to the chosen style
* Demonstrates a developed understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance
* Relates to the presentation and chosen questions
 | *13–16* |
| * Demonstrates competent technical skills. Some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation
* Demonstrates a sense of stylistic understanding through performance of the chosen repertoire. The articulation and/or dynamics and/or expressive techniques may not be consistently appropriate to the chosen style
* Performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style
* Demonstrates a competent, although not consistent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance
* Relates somewhat to the presentation and chosen questions
 | *9–12* |
| * Demonstrates some basic technical skill, although there are frequent inconsistencies in technical fluency, technical facility, and intonation
* Demonstrates a basic stylistic understanding. Articulation and/or dynamics and/or expressive techniques are not consistently appropriate to the chosen style
* Performs the chosen repertoire with little sense of musical expression
* Demonstrates a limited awareness of the performer’s role as a soloist/ensemble member, which may be evident through lack of communication and balance in the ensemble or with the accompanist
 | *5–8* |
| * Demonstrates very limited technical skills
* Demonstrates little evidence of stylistic understanding of the chosen style
* Performs the chosen repertoire with little or no sense of musical expression
* Demonstrates little or no awareness of the performer’s role as a soloist/ensemble member
* Relates little or not at all to presentation and chosen questions
 | *1–4* |

**Composition**

* Candidates will be assessed on how well they demonstrate:
* Stylistic understanding and topic representation
* Understanding of musical concepts and the relationships between them
* Knowledge of score conventions and performance directions

*Outcomes assessed: H2, H3, H5, H7*

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| Criteria | Marks |
| * Composes a work that successfully and coherently represents the chosen topic, demonstrating perceptive and accomplished understanding of style, the concepts of music, and the relationships between the concepts
* Demonstrates comprehensive knowledge and understanding of score conventions and performance directions appropriate to the chosen topic
* Demonstrates high level skills in organising ideas into musical structures
 | 17–20 |
| * Composes a work that successfully and coherently represents the chosen topic, demonstrating a thorough understanding of the style, the concepts of music, and the relationships between the concepts
* Demonstrates a detailed knowledge and understanding of score conventions and performance directions appropriate to the chosen topic
* Demonstrates proficient skills in organising ideas into musical structures
 | 13–16 |
| * Composes a work that represents the chosen topic, demonstrating an understanding of the style, the concepts of music, and the relationships between the concepts
* Demonstrates knowledge and understanding of score conventions and provides clear performance directions appropriate to the chosen topic
* Demonstrates skills in organising ideas into musical structures
 | 9–12 |
| * Composes a work that is a basic representation of the chosen topic, demonstrating some understanding of the style, the concepts of music, and the relationships between the concepts
* Demonstrates basic knowledge and understanding of score conventions and provides limited performance directions appropriate to the chosen topic
* Demonstrates basic skills in organising ideas into musical structures
 | 5–8 |
| * Composes a work that is a limited representation of the chosen topic, demonstrating little understanding of the style, the concepts of music, and the relationships between the concepts
* Demonstrates limited knowledge and understanding of score conventions and provides few performance directions appropriate to the chosen topic
* Demonstrates limited skills in organising ideas into coherent musical structures
 | 1–4 |