

**Assessment Schedule – 2014****Making Music: Integrate aural skills into written representation (91420)****Evidence Statement**

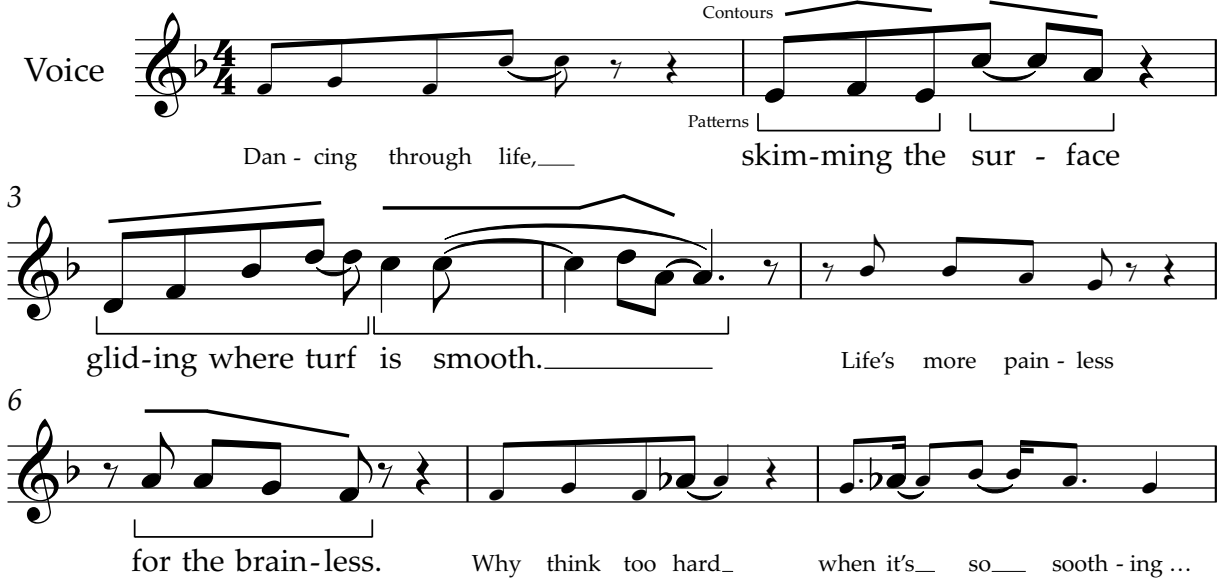
Question	Achievement	Achievement with Merit	Achievement with Excellence
<b>ONE</b>	<b>Beethoven – Symphony No. 7</b>		
(a) (i)	Identifies TWO (of 3) instruments: [A] Oboe(s) [B] Clarinet(s) [C] French horn(s).		
(ii)		Identifies TWO instruments not shown in the score: • flute • bassoon • trumpet • timpani.	
(b)			<p>Gives a <b>precise explanation</b> of ONE way instrumentation OR melody is used to develop the theme of the opening bars, eg:</p> <p><u>Instrumentation</u></p> <ul style="list-style-type: none"> <li>• the minims originally played by instruments A, B, and C are now sustained chords played by the full orchestra</li> <li>• the original theme is played by upper strings with sustained chords from the rest of the orchestra</li> </ul> <p><u>Melody</u></p> <ul style="list-style-type: none"> <li>• the minim melody has now changed to sustained chords / is now played by violins only</li> <li>• a scalar countermelody played by strings (cellos and basses, followed by violins) has been added.</li> </ul>
(c) (i)	Identifies the harmonic device, eg: • repetition / pedal (point) • call and response • modulation	Identifies the harmonic device, eg: • repetition / pedal (point) • call and response • modulation	Identifies the harmonic device, eg: • dominant pedal (point) • call and response • modulation
(ii)	<i>AND</i> Gives a <b>valid explanation</b> of its use, eg: • a note is repeated over several bars.	<i>AND</i> Gives a <b>competent explanation</b> of its use, eg: • a note is repeated over several bars by different instruments.	<i>AND</i> Gives a <b>precise explanation</b> of its use, eg: • the dominant note is repeated over several bars, alternately by flutes and violins.
(d)	Identifies the metre of the first subject: • compound duple / $\frac{6}{8}$ / $\frac{12}{8}$		

Question One (cont'd)

Question	Achievement	Achievement with Merit	Achievement with Excellence
(e)	Identifies all FOUR chords as major or minor.	Identifies all FOUR chords using Roman numeral notation.	Identifies all FOUR chords using Roman numeral notation, including correct inversions.
	<p style="text-align: center;">1</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">mi</div> <div style="border: 1px solid black; padding: 2px 10px;">MA</div> <div style="border: 1px solid black; padding: 2px 10px;">MA</div> <div style="border: 1px solid black; padding: 2px 10px;">mi</div> </div> <p>Piano</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">i</div> <div style="border: 1px solid black; padding: 2px 10px;">Vb</div> <div style="border: 1px solid black; padding: 2px 10px;">V</div> <div style="border: 1px solid black; padding: 2px 10px;">i</div> </div>		
(f)			Identifies the key through which the music modulates: • G major.
(g) (i)	Identifies the family of orchestral instruments: • strings.		
(ii)		Identifies ONE instrument playing the theme: • viola • cello.	

N1	N2	A3	A4	M5	M6	E7	E8
ONE (of five) piece of evidence at Achievement level.	TWO (of five) pieces of evidence at Achievement level.	THREE (of five) pieces of evidence at Achievement level.	FOUR (of five) pieces of evidence at Achievement level.	TWO (of four) pieces of evidence at Merit level.	THREE (of four) pieces of evidence at Merit level.	TWO (of four) pieces of evidence at Excellence level.	THREE (of four) pieces of evidence at Excellence level.

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

Question	Achievement	Achievement with Merit	Achievement with Excellence
<b>TWO</b>	<b>“Dancing Through Life”</b>		
(a)	Makes a <b>generally accurate</b> transcription of the vocal melody, including: <ul style="list-style-type: none"> <li>• THREE (of five) contours</li> </ul>	Makes a <b>secure</b> transcription of the vocal melody, including: <ul style="list-style-type: none"> <li>• FOUR (of five) patterns.</li> </ul> AND Inserts the TWO accidentals required to make A $\flat$ in the last two bars.	Makes an <b>accurate</b> transcription of the vocal melody, including: <ul style="list-style-type: none"> <li>• no more than THREE inexact pitches or rhythms</li> <li>• all notes aligned with text underlay.</li> </ul>
<p><i>There are four melodic contours / melodic and rhythmic patterns to transcribe.</i></p>  <p>The musical score is in 4/4 time and B-flat major. It consists of three staves of music. The first staff is labeled 'Voice' and has lyrics 'Dan - cing through life,___ skim-ming the sur - face'. Above the first staff, a bracket labeled 'Contours' spans the first two phrases. Below the first staff, a bracket labeled 'Patterns' spans the first two phrases. The second staff has lyrics 'glid-ing where turf is smooth._____ Life's more pain - less'. The third staff has lyrics 'for the brain-less. Why think too hard_ when it's_ so_ sooth - ing ...'. The score includes various melodic contours (lines above notes) and rhythmic patterns (brackets below notes).</p>			
(b)			Identifies the cadence at the end of the extract: <ul style="list-style-type: none"> <li>• imperfect.</li> </ul>
(c)	Identifies the voice type: <ul style="list-style-type: none"> <li>• tenor.</li> </ul>		
(d)	Identifies the tonality as: <ul style="list-style-type: none"> <li>• minor.</li> </ul>	Gives ONE piece of evidence to support identification of the tonality, eg: <ul style="list-style-type: none"> <li>• the chord (i) of the first line of the lyrics (“Let’s go down ...”) is a minor chord / the bass plays a minor 3rd / the vocal line has a minor 3rd</li> <li>• the chord (iv) of the second line of the lyrics (“We’ll meet there ...”) is a minor chord / the bass plays a minor 3rd / the vocal line has a minor 3rd.</li> </ul>	

**Question Two (cont'd)**

Question	Achievement	Achievement with Merit	Achievement with Excellence
(e) (i)	<p>Gives a <b>valid explanation</b> of how the snare drum is used rhythmically, eg:</p> <ul style="list-style-type: none"> <li>the snare drum plays a repetitive rhythm throughout.</li> </ul>	<p>Gives a <b>competent explanation</b> of how the snare drum is used rhythmically, eg:</p> <ul style="list-style-type: none"> <li>the snare drum plays a repetitive off-beat rhythm / plays on beats 2 and 4 throughout.</li> </ul>	
(ii)			<p>Gives a <b>precise explanation</b> of TWO ways the horn section is used to accompany the vocalist, eg:</p> <ul style="list-style-type: none"> <li>they play stabs / accented off-beat rhythms between the vocalist's phrases, eg after "later tonight"</li> <li>they play sustained harmonies while the soloist is singing, eg "the prettiest girl, give her a whirl"</li> <li>they follow the rhythm of the vocalist, eg "right on down".</li> </ul>
(f) (i)	<p>Gives a <b>valid explanation</b> of the role of the backing vocalists, eg:</p> <ul style="list-style-type: none"> <li>they sing the melody</li> </ul>	<p>Gives a <b>competent explanation</b> of the role of the backing vocalists, eg:</p> <ul style="list-style-type: none"> <li>they sing both melody and harmony</li> </ul>	
(ii)	<p><i>AND</i></p> <p>Gives a <b>valid explanation</b> of the role of the soloist, eg:</p> <ul style="list-style-type: none"> <li>he sings a pedal / long / held / sustained note.</li> </ul>	<p><i>AND</i></p> <p>Gives a <b>competent explanation</b> of the role of the soloist, eg:</p> <ul style="list-style-type: none"> <li>he sings an (inverted) tonic pedal note.</li> </ul>	
(g)		<p>Gives a <b>competent explanation</b> of ONE way the final chord is typical of contemporary music, eg:</p> <ul style="list-style-type: none"> <li>it ends on a suspended / added-note chord</li> <li>it ends on a discord / a chord that is not resolved.</li> </ul>	<p>Gives a <b>precise explanation</b> of ONE way the final chord is typical of contemporary music, eg:</p> <ul style="list-style-type: none"> <li>the final chord includes an added (or suspended) 2nd / 9th.</li> </ul>

N1	N2	A3	A4	M5	M6	E7	E8
ONE piece (of five) of evidence at Achievement level.	TWO (of five) pieces of evidence at Achievement level.	THREE (of five) pieces of evidence at Achievement level.	FOUR (of five) pieces of evidence at Achievement level.	THREE (of five) pieces of evidence at Merit level.	FOUR (of five) pieces of evidence at Merit level.	TWO (of four) pieces of evidence at Excellence level.	THREE (of four) pieces of evidence at Excellence level.

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

Question	Achievement	Achievement with Merit	Achievement with Excellence
<b>THREE</b>	<b>“Skylark”</b>		
(a)	Identifies the accompanying ensemble: • swing / concert / big band.		
(b)	Gives a <b>valid explanation</b> of how the introduction is structured, eg: • bars 3 and 4 are repeated.	Gives a <b>competent explanation</b> of how the introduction is structured, eg: • the introduction is extended from four bars to six bars, by the repetition of bars 3 and 4.	
(c)			Gives a <b>precise explanation</b> of the main rhythmic difference between soloist and accompaniment, eg: • the soloist bends the rhythm (enters before / holds beyond the beat) whereas the accompanying band plays the rhythm on each beat with some syncopation.
(d)	Gives ONE <b>valid explanation</b> of use of the horn section, eg: • it plays mainly between the singer’s phrases • it provides a chordal accompaniment.		
(e)	Identifies the guitar: • (nylon-strung) acoustic.		
(f)		Gives a <b>competent explanation</b> of how the introduction is structured, eg: • the first two bars are repeated in bars 3 and 4, but with an extra chord (V).	
(g)			Gives ONE piece of evidence to support the identification of EACH texture, eg: <u>Homophonic</u> • the vocal melody is accompanied by chords [virtually throughout – any example apart from at “Skylark” is likely to be accurate] <u>Polyphonic</u> • the voice and guitar have rhythmically independent melodies at the words “Skylark” and “lane”.

**Question Three (cont'd)**

Question	Achievement	Achievement with Merit	Achievement with Excellence
(h)	Identifies the tonality as: <ul style="list-style-type: none"> <li>• major.</li> </ul>	Gives ONE piece of evidence to support identification of the tonality, eg: <ul style="list-style-type: none"> <li>• the opening chord is a major chord</li> <li>• there is a perfect cadence a few bars before the singer enters, and its chord I is a major chord.</li> </ul>	
(i)			Gives a <b>precise explanation</b> of how the feel of the music changes: <ul style="list-style-type: none"> <li>• from straight / even quavers to swung / triplet quavers.</li> </ul>
(j) (i)		Identifies and describes TWO techniques used by the violinists, eg: <ul style="list-style-type: none"> <li>• arco – playing with the bow</li> <li>• legato – sustaining the sound between one note and the next</li> <li>• glissando / portamento – sliding up or down between two notes</li> <li>• vibrato – varying the pitch of a note by rocking the finger on the string.</li> </ul>	
(ii)	Gives a <b>valid explanation</b> of the role of BOTH performers: <ul style="list-style-type: none"> <li>• one violinist plays the melody</li> <li>• the other violinist improvises over the melody / plays a countermelody.</li> </ul>		
(k)		Gives a <b>competent explanation</b> of TWO ways the extract contrasts with the previous extract, eg: <ul style="list-style-type: none"> <li>• only one violin is playing</li> <li>• the melody is different</li> <li>• the violin that was improvising is now playing the melody</li> <li>• the (brass) accompaniment is more prominent.</li> </ul>	

N1	N2	A3	A4	M5	M6	E7	E8
ONE piece (of six) of evidence at Achievement level.	TWO (of six) pieces of evidence at Achievement level.	FOUR (of six) pieces of evidence at Achievement level.	FIVE (of six) pieces of evidence at Achievement level.	THREE (of five) pieces of evidence at Merit level.	FOUR (of five) pieces of evidence at Merit level.	TWO (of three) pieces of evidence at Excellence level.	THREE (of three) pieces of evidence at Excellence level.

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

**Judgement Statement**

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 7	8 – 14	15 – 19	20 – 24