



SWINBURNE
SENIOR SECONDARY COLLEGE

Music Performance HOLIDAY HOMEWORK 2020



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Overview	<h2>What is Music Performance?</h2> <p>Music Performance focuses on building and refining performance and musicianship skills. You will select either group or solo as your main performance setting and begin preparation of a performance program that you will present in the end-of-year examination. All students will also complete a group or solo performance secondary to their main focus to meet the requirements of Outcome 1. This will be done in class, or as part of a small ensemble.</p> <p>You will perform in a variety of familiar and unfamiliar venues and spaces throughout the year in order to develop your performance skills, as well as studying the work of other performers and refining selected strategies to optimise your own individual approach to performance. Classes will focus on identifying technical, expressive, and stylistic challenges relevant to works you are preparing for performance</p> <p>Classes will also focus on developing listening, aural, theoretical, and analytical musicianship skills, and applying this knowledge when preparing and presenting performances to demonstrate the importance and relevant of these skills in a practical musical setting.</p>

<p>Holiday Homework Required:</p>	<p>Complete the following over the summer break to prepare you for 2021:</p> <ol style="list-style-type: none"> 1. Pick pieces off both the group and solo list you would like to learn. <ol style="list-style-type: none"> a. Take the time to listen to pieces again that you already know, as well as making sure to listen to pieces you are unfamiliar with. Just because you haven't heard a piece yet, doesn't mean it won't be a good option! 2. Learn at least one piece from either list to perform to your classmates in Term 1. We will start performances in the first class after orientation. This is a great opportunity to showcase your technical ability and the music you would like to perform 3. Practise regularly and work towards your goals you set during the reflection activities on your SAC group and solo performances 4. Choose a piece of musical interest to you and get to know it as intimately as possible! Complete a report that includes information on: <ol style="list-style-type: none"> a. Structure/Form b. Melody and tonality <ol style="list-style-type: none"> i. Include the range used on your instrument (NA for drummers) c. Harmony/chord progression d. Time signature/s and rhythmic patterns e. Expressive features (overall and specific to your instrument) f. Lyrics and/or intent of the piece (you may have to do some background research)
<p>Resources Required for the Subject:</p>	<p style="text-align: center;"><i>Your Ears!!!</i></p>
<p>Key Links:</p>	<ul style="list-style-type: none"> ● VCAA Music Page <ul style="list-style-type: none"> ○ <i>Includes Study Design, past exams, reports, etc</i>

Music Performance Outline (same for both Unit 3 and 4)

<p style="text-align: center;">Area of Study 1</p> <p style="text-align: center;">Performance</p>	<p style="text-align: center;">Area of Study 2</p> <p style="text-align: center;">Preparing for performance</p>	<p style="text-align: center;">Area of Study 3</p> <p style="text-align: center;">Music Language</p>
<p style="text-align: center;">No SAC - coursework only</p>	<p style="text-align: center;">SAC – 50 marks per unit</p>	<p style="text-align: center;">Unit 3 SAC only - 50 marks.</p>
<p>A program of group and solo works including:</p> <ul style="list-style-type: none"> ● accompanied/unaccompanied works, as appropriate to the instrument/group ● contexts that influence the interpretation and performance of the works ● the structure of the works ● ways in which elements of music and compositional devices are used ● possibilities for arranging and shaping the works in performance, as appropriate to the performance context ● and work, through decisions made about the use and manipulation of: <ul style="list-style-type: none"> ○ elements of music and compositional devices ○ techniques and conventions ○ equipment and technologies ● musicianship skills used by performers to realise works and to create character in performance ● presentation techniques relevant to a variety of contexts and spaces ● approaches to communicating interpretations and artistic intentions in live performance of music works to an audience. 	<ul style="list-style-type: none"> ● works being prepared for Outcome 1 ● effective instrumental practice routines including, as appropriate, ways of incorporating the use of digital instruments, technology and equipment ● effective approaches to solo practice and group rehearsal ● strategies for developing individual instrumental control and technique, as appropriate to selected instrument and selected works ● a range of exercises selected to improve general instrumental technique ● a range of exercises selected to improve performance of selected works ● interpretations of selected works by other performers ● strategies used by other performers to optimise performance outcomes ● ways of improving identified aspects of personal performance ability including goal-setting, reflection and evaluation. 	<ul style="list-style-type: none"> ● excerpts of music in diverse styles and genres created by Australian composers/songwriters after 1980 ● other excerpts of music in diverse music styles and genres ● music language including horizontal and vertical pitch organisation, rhythmic organisation and notation ● conventions ● approaches to critical listening and analysis of live and recorded performances.
<p><i>*School-assessed Coursework for Unit 3 will contribute 20% to the study score, and Unit 4 will contribute 10%.</i></p> <p><i>**The performance exam will contribute 50% to the study score, and the aural and written examination will contribute 20%.</i></p>		