



# Teacher Information Booklet

sample page

## VCE Music Performance - Unit 2 Area of Study 3 - Outcome 3 Practice Examination 1 - 2018

### Marking Structure

Section	Maximum marks per section
Aural & Theory	52
Listening & Interpretation	24
Practical	24
<b>Total</b>	<b>100</b>

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### Acknowledgements

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## Contents

Page iii	Teacher Information
	Unit 2 Practice Examination 1 Structure
iv	Aural & Theory Test - Audio Material Instructions
	Aural & Theory Test - Content Information
	Aural & Theory Test - Teacher Version (including suggested answers and links to audio material)
Page xi	Aural Test - Listening & Interpretation - Audio Material Instructions
Page xli	Aural Test - Listening & Interpretation - Teacher Booklet (including suggested answers and audio material)
Page xxiv	Aural Test - Content Information
Page xxv	Practical Test - Teacher Booklet
Page xxx	Practical Test - Musical Examples
	Sample Melodic Examples
Page xxxi	Sample Melodic Examples - Piano Sheet
Page xxxii	Sample Chord Progressions - Piano & Singing
Page xxxiii	Sample Rhythmic Fragments
Page xxxiv	Sample Student Marks Sheet

## Teacher Information

This VCE Music Performance - Unit 2, Practice Examination 1 - 2018 has been written to assist teachers in the preparation of students undertaking VCE Music Performance Unit 2 and should be used only for practice purposes only.

The Victorian Curriculum and Assessment Authority (**VCAA**) is the **ONLY** official source for advice on examination. Teachers should use this practice examination in the context of the information, and parameters provided by the **VCAA**.

Teachers should only use the information given by the **VCAA** when advising students of terminology, answering questions, question format and wording, possible question types etc.

The "Examinations" document and the "Sample aural and written examination" (published on [vcaa.vic.edu.au](http://vcaa.vic.edu.au)) give parameters and content for each question type. Teachers and students should be aware of these parameters etc.

The VCE Report and information on previous VCE Aural and Written Examinations, also contains useful advice on how to answer questions. A list of official resources is available on the **VCAA** website.

## Unit 2 Practice Examination Structure

There are three separate sections (papers) for this Music Performance - Unit 2, Area of Study 3 - Outcome 3, Practice Examination 1 - 2018.

- an aural and theory test
- a written (listening and interpretation/critical thinking)
- a practical test

The three sections may be completed across one or more sessions. Each section should be completed in one session. A separate paper should be provided for each section.

The format for the practical tasks should be provided to the students.

## Aural & Theory Test - Audio Material Instructions

The audio material required for this Music Performance - Unit 2, Area of Study 3 - Outcome 3, Practice Examination 1 - 2018 is available in this teacher booklet in two ways:

[Complete audio file link](#), designed to run from beginning to end of the Aural test, is included at the beginning of the Aural & Theory Test Teacher Version (Teacher Page vi) and question playings (without speaking) are available by clicking on the **CD icons** for the question requiring audio.

The audio files can be downloaded onto the purchaser's computer by clicking on the download link button. The audio file can then be opened using a media player program (such as Windows Media Player or VLC Media Player) that gives the user more control over the audio file, such as pausing, playing, and replaying etc if required.

## Aural & Theory Test Content Information

This "Music Performance - Unit 2, Area of Study 3 - Outcome 3, Practice Examination 1 - 2018" Aural & Theory test is based on the content taught in the "Musicianship & Aural Training for the Secondary School" Level 3 (2nd Edition) by Deborah Smith Music, including Section 11.

The following pages v to xvii of the Teacher Information Booklet contain the Teacher Version of the "Music Performance - Unit 2, Area of Study 3 - Outcome 3, Practice Examination 1 - 2018" Aural & Theory Test.

# Teacher: Unit 2 - Practice Exam 1 Aural & Theory

## Music Language: Aural cont.

08

### Question 8 Recognition of a Rhythm (2 marks)

The following eight-bar excerpt. The excerpt will be played three times. A two-bar count-in will be playing. The rhythm is missing in the anvil part from bars three to six.

Options (A-D) below, identify the missing rhythm by circling the alternative that represents the correct rhythm.

The musical score is in 2/4 time. The Anvil part starts with a half note followed by a quarter rest. The Timpani part starts with a quarter note followed by a quarter rest. The excerpt is 8 bars long. Bars 3-6 are missing for the Anvil. The options are:

- A: 15 seconds of silence
- B: 15 seconds of silence
- C: 15 seconds of silence
- D: 15 seconds of silence

## Written Test - Listening & Interpretation - Audio Material Instructions

For each question in of this Music Performance - Unit 3, Area of Study 3 - Outcome 3, Sample SAC 1 - 2018 Written test teacher booklet (pages 37 to 41), an interactive link is provided e.g. "[Wuthering Heights](#)". Clicking on this link will take you to the associated page on the [dsmusic.com.au](http://dsmusic.com.au) website.

Copyright restrictions, related videos (**for audio use only**) have been embedded in the website (but with appropriate timing set where necessary so the required portion of the track will be played).

For each question, links given on the linked page to give the audio material required by the students for that question. A watch timer has also been included on these pages for teachers to use when giving students access. It is advised that teachers familiarise themselves with this material prior to giving this practice to students.

The following pages x... in this Teacher Information Booklet contain a... Version of the "Music Performance... Area of Study 3 - Outcome 3, Practice Examination 1 - 2018" Written Test - Listening & Interpretation

# Teacher: Unit 2 - Practice Exam 1 Listening & Interpretation

## Music Language: Listening & Interpretation

Question 1 (4 + 4 = 8 marks)

### "Lullaby, Milk & Honey"

Olivia Hally & Pepita Emmerichs

from the album

(Melbourne: ABC Music, 2015)

The excerpt is played three times. There will be silent working time after the second and third playing.

First playing (1'53") - 10 seconds of silence  
Second playing (1'53") - 2 minutes of silence

a. Describe how the two voices used blend and balance to create character in this excerpt. 4 marks

Possible points to be included:

Character – initially serene

- The initial warm, mellow synth line with long note durations and its dynamics are quite loud and almost drowning out the voice.



The synthesizer is warm, reverberant to the low register. The voice is higher in pitch than the mood – creating a delicate character. The synthesizer blends less with the voice takes over.



The acoustic guitar enters and the synthesizer is almost completely replaced. A harmonious blend is reestablished as the singer sings at a lower register.

As the music progresses, the synthesizer becomes more insistent, earnest through the brighter timbre of the guitar. The synthesizer seems to make the guitar give it depth and colour. The initial voice is more through blended, warm, mellow – more insistent, earnest through the guitar and less unified – singing with a round is oppressively dominating due to the loud dynamics.



As the music progresses, the synthesizer becomes more insistent, earnest through the brighter timbre of the guitar. The synthesizer seems to make the guitar give it depth and colour. The initial voice is more through blended, warm, mellow – more insistent, earnest through the guitar and less unified – singing with a round is oppressively dominating due to the loud dynamics.

## Practical to Secondary Schools - Content Information

This "Music Performance - Practical to Secondary Schools" (2nd Edition) book, up to & including Section 11. This "Music Performance - Practical to Secondary Schools" (2nd Edition) book, up to & including Section 11. This "Music Performance - Practical to Secondary Schools" (2nd Edition) book, up to & including Section 11.

The following pages xxvii-xxviii of this Teacher Information Booklet contain the Student Information Booklet for the "Music Performance - Practical to Secondary Schools" (2nd Edition) book, up to & including Section 11. This "Music Performance - Practical to Secondary Schools" (2nd Edition) book, up to & including Section 11.





# Student Information Booklet

## VCE Music Performance - Unit 2

### Area of Study 3 - Outcome 3

#### Practical Examination 1 - 2018

### Practical Test

Preparation time: 5 minutes

Performance time: 5 to 15 minutes

Question Type	Number of tasks	Tasks to be completed	Number of marks
Practical	6	6	24
			Total: 24

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