Simplifying Music Analysis Outcome 3 Music Language

Presented by Deborah Smith, The Ian Potter Southbank Centre, aMuse VCE Conference, February 2020



Why analyse? Section A

"Music performance involves the synthesis of knowledge of the music work/s being performed including their structure, style, context and expressive qualities..... to present musically engaging performances". VCE Music 2017-2021 Study Design page 20

To be able to make informed choices about performance interpretation based on the study of the performances of others.

Link with works being prepared for performance by students – e.g. use works being prepared for performance by students for analysis.

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

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

The following documents (published online at www.vcaa.vic.edu.au) have been referred to extensively in the preparation of this workshop:

- "VCE Music Advice for Teachers" 2017-2021 pages 27 to 29, 34 to 35 and 42 to 44, April 2017
- VCE Music performance 2017-2021 "School-based assessment report" about the 2017 Unit 3, Outcome 3 SAC
- "VCE Music Study Design" 2017 2021 "Music Language Chart" pages 20 to 23, January 2018
- "VCE Music Study Design" 2017 2021 pages 36 to 38, January 2018
- VCE Music performance 2017-2021 "Sample Aural and written examination", Version 3 January 2018
- VCE Music performance 2017-2021 "Aural and written examination End of year
- Examination specifications", Version 3 January 2018

These documents give parameters and content for each question type. Teachers and students should be fully aware of this information.

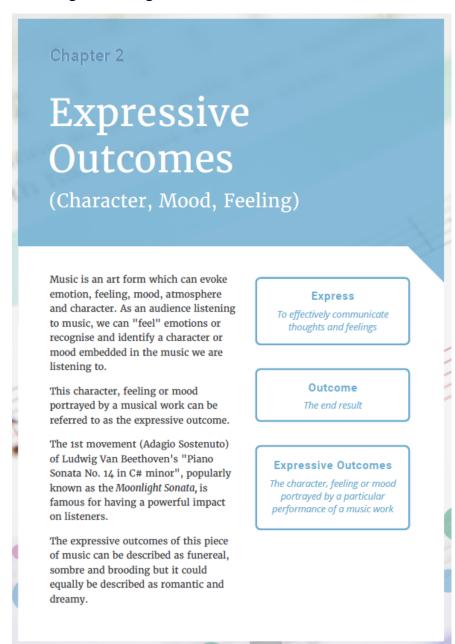
The VCE Report for Teachers, based on previous VCE Aural and Written Examinations, also contains useful advice on how to approach and answer questions. A list of official resources is available on the **VCAA** website.

It is vital that before setting any assessment tasks, teachers study all information given by the VCAA in relation to the task being set so as not to disadvantage their students.

From the VCAA and the DSMusic websites: https://zurl.co/KOUO

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Decoding Sound Page 15:





Excerpt 1: **Send in the Clowns Faultline**, Lisa Hannigan

Excerpt 2: **Send in the Clowns**Judi Dench - **Live**

Excerpt 3: **Send in the Clowns Portfolio,** Grace Jones

Decoding Sound Pages 140 & 141:

Vocabulary for describing the Expressive Outcome	ng the Expressive Outco	me	Vocabulary for describi	Vocabulary for describing the Expressive Outcome cont.	ne cont.
Angry character words	Scared character words	Sad character words	Relaxed character words	Happy character words	Confident character words
Aggressive	Anxious	Bleak	Benevolent	Amiable	Bold
Assertive	Brooding	Desolate	Benign	Amusing	Bombastic
Belligerent	Chaotic	Dreary	Calm	Blissful	Celebratory
Confronting	Dark	Dull	Content	Boisterous	Commanding
Demonic	Disconcerting	Elegiac	Delightful	Cheerful	Confident
Determined	Eerie	Funereal	Dreamy/Dream-like	Earnest	Courageous
Enraged	Foreboding	Gloomy	Easy-going	Ebullient	Dignified
Fierce	Frantic	Lonely	Elegant	Ecstatic	Dramatic
Fiery	Frightening	Lugubrious	Gentle	Effervescent	Energetic
Forceful	Haunting	Melancholic	Graceful	Elated	Festive
Frustrated	Heavy	Mournful	Innocent	Euphoric	Grandiose
Hostile	Menacing	Restrained	Laid-back	Excited	Heroic
Intense	Mysterious	Sincere	Meditative	Friendly	Jubilant
Irritated	Mystical	Sorrowful	Mellow	Humorous	Majestic
Malevolent	Ominous	Sombre	Peaceful	Idyllic	Militaristic
Menacing	Oppressive	Subdued	Relaxed	Jaunty	Monumental
Rebellious	Overwhelming	Wistful	Reserved	Jovial	Passionate
Restless	Scary	Yearning	Romantic	Joyous	Patriotic
Tense	Sinister		Serene	Light-hearted	Powerful
Terrifying	Suffocating		Tender	Lively	Regal
Threatening	Suspenseful		Tranquil	Perky	Soaring
Volatile	Tentative			Playful	Stately
	Unnerving			Upbeat	Strong
	Unsettled			Uplifting	Triumphant
				Vibrant	Victorious
				Witty	
140		© Deborah Smith 2019	© Deborah Smith 2019		141

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Excerpt 1: Bach Violin Partita No 2 in D Minor, BWV 1004 Chaconne Bach Solo Violin Sonatas, Itzhak Perlman

Excerpt 2: Bach Violin Partita No 2 in D Minor, BWV 1004 Chaconne Mari, Mari Samuelsen

Excerpt 3: Bach Violin Partita No 2 in D Minor, BWV 1004 Chaconne Bach Solo Violin Sonata & Partitas, Christian Tetzlaff

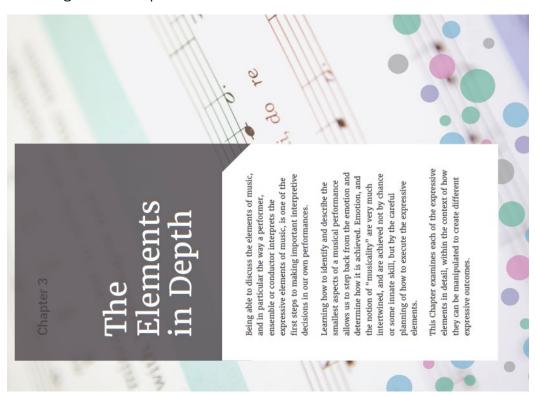
Other resources on the web:

How Music Alters Your Mood: https://www.musical-u.com/learn/how-music-alters-your-mood/

What is Tone Color? (Timbre): https://www.youtube.com/watch?v=5tGEDgkZlC8&feature=youtu.be

What is Texture - Blend and Balance: https://www.youtube.com/watch?v=QoLWvT1iMoA

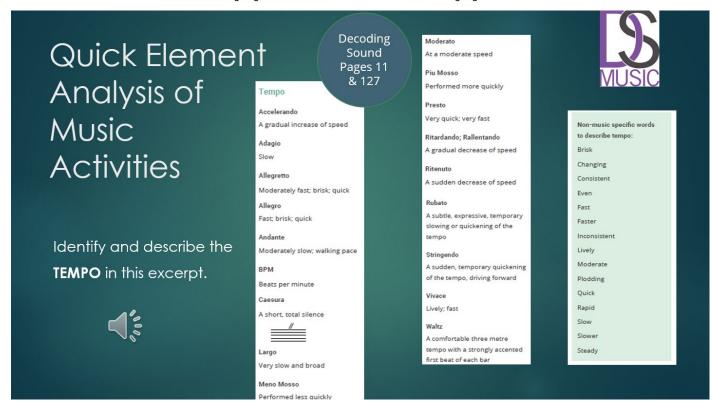
Decoding Sound Chapters 1 & 3:

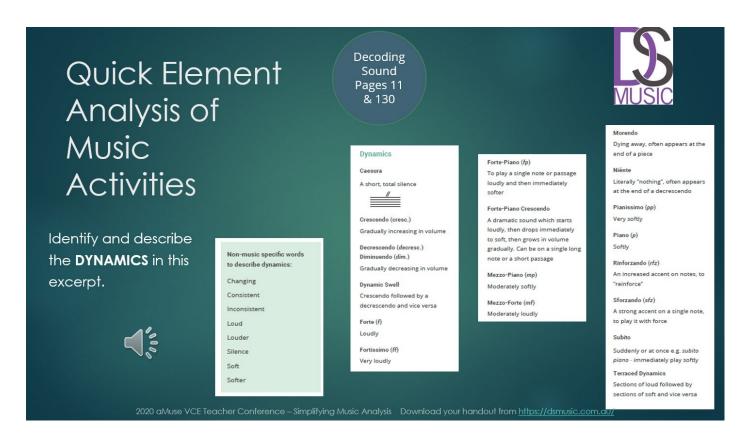




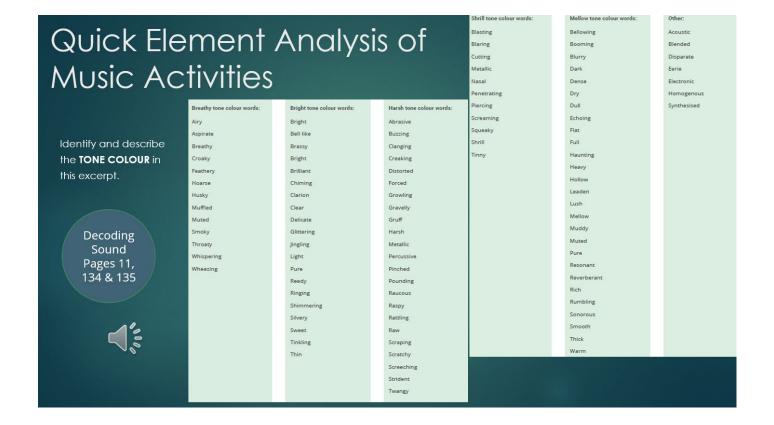
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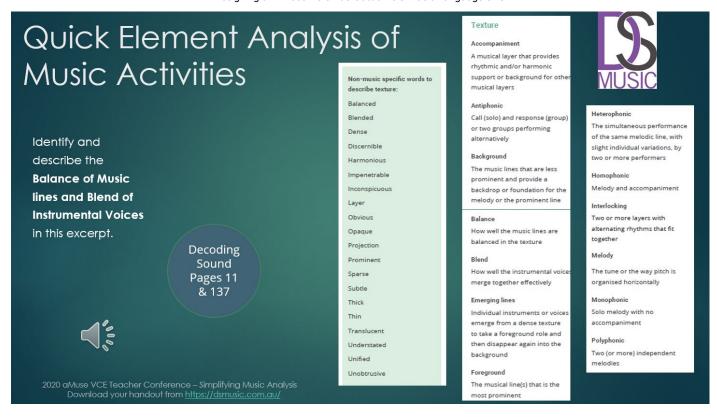
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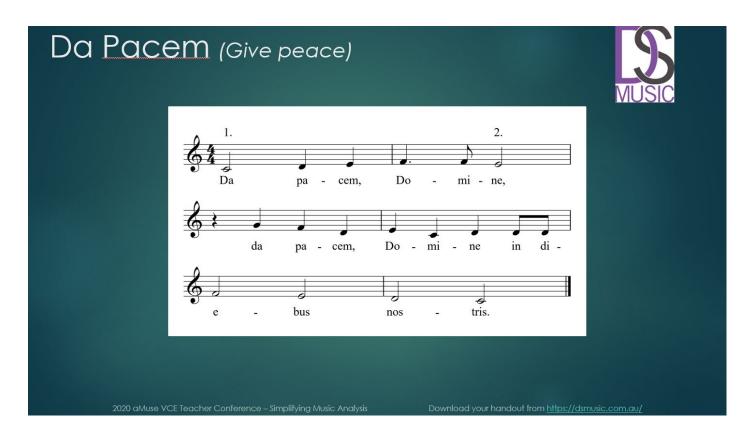




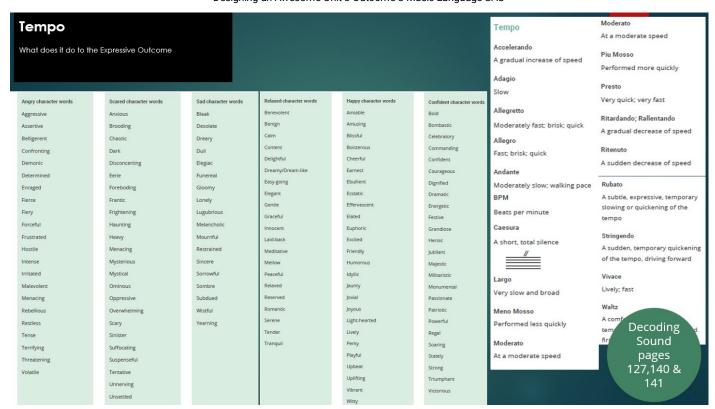


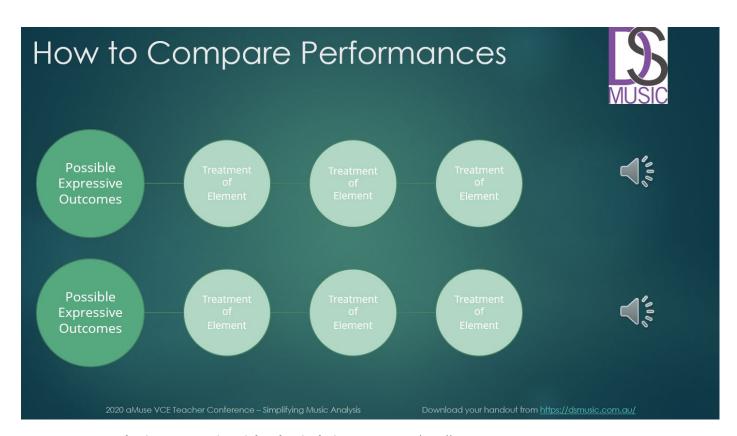






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Excerpt 1: J S Bach Air on a G String Light Classical Piano, Music Lab Collective

Excerpt 2: Air on a G String Light Classic, Hasuer

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VCE Music Performance Workshop 1 - Outcome 3 - Music Language: Theory, Aural and Analysis

Sunday 22 March

FREE for teachers and pre-service teachers

What you need to know & everything you need to succeed!

Deborah Smith, educator, musician and author of the highly successful Musicianship & Aural Training for the Secondary School text book series and online resources, presents an interactive workshop for students studying VCE Music Performance (Units 1-4) and their teachers.

DATE

Sunday 22 March 2020

TIME

9:30am - 1.30pm (registration from 9.00am)

VENUE

Arnold Hall, Trinity Grammar School, Wellington Street, Kew, Vic, 3101

COST

Early Bird Special \$70 per student. Payment must be made by 6 March 2020. After this date the price is \$90 per student.

Teachers and pre-service teachers attend for free however bookings are essential for each teacher attending for catering and printing purposes.

No refunds apply after 6 March 2020.

Complimentary morning tea and a comprehensive handbook are included in the ticket price.

Bookings close Thursday 19 March 2020.

Using a range of tools such as solfa, rhythm names and singing,

Deborah will provide an overview of the theory and aural comprehension components of VCE Music Performance (Outcome 3 – Music Language), including advice on how to learn and improve in the following areas:

Aural/Theory

- Scales & Modes
- Intervals
- Melody & Melodic Dictation
- Rhythm & Rhythmic Dictation
- · Chords & Chord Progressions
- General Theory & Aural Concepts

Analysis

- · Interpretation and its effect on the expressive outcome
- Comparison of interpretation questions and techniques
- Listening strategies

SPECIAL OFFER! 25% off ALL DSMusic VCE products and resources for workshop attendees

BOOK NOW

To book your place go to the DSMusic Workshop Booking Portal: <u>dsmuslc.com.au/product/2020-vce-muslc-performance-workshop1/</u>

Enquiries to DS Music Booking Office Email: <u>bookings@dsmusic.com.au</u>

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For more information about Deborah, other workshops, online courses and publications go to <u>dsmusic.com.au</u>

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Designing an Awesome Unit 3 Outcome 3 Music Language SAC

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