

Module B PERFORMANCE ASSIGNMENT CRITERIA and MARKING SHEET
 For the Grade 6-8 Performance Assignment Written Work and Performance

Name of PTC Student:

	Distinction 80-100%	Merit 65-79%	Pass 50-64%	Below standard 0-49%
WRITTEN WORK 60%				
Programme notes	The programme notes were extremely engaging and interesting, inclusive of background information, and a brief analysis with suggested musical interpretation, which successfully guided the listener through the musical journey.	The programme notes were very engaging and interesting, inclusive of background information, and a brief analysis with suggested musical interpretation, which successfully guided the listener through the musical journey.	The programme notes were sufficiently engaging and interesting, inclusive of background information, and a brief analysis with suggested musical interpretation, which successfully guided the listener through the musical journey.	The programme notes were not sufficiently engaging or interesting, they did not include sufficient background information, or analysis with suggested musical interpretation, and did not successfully guide the listener through the musical journey.

Analysis	The analysis was extremely thorough and accurate. It included the key, number of sections, thematic material and how it develops, harmony in broad terms: end of section cadences and the main modulations, climax, musical features and overall form.	The analysis was very thorough and accurate. It included the key, number of sections, thematic material and how it develops, harmony in broad terms: end of section cadences and the main modulations, climax, musical features and overall form.	The analysis was sufficiently thorough and accurate. It included the key, number of sections, thematic material and how it develops, harmony in broad terms: end of section cadences and the main modulations, climax, musical features and overall form.	The analysis was not sufficiently thorough or accurate. There were errors in some or all of the following: key, number of sections, thematic material and how it develops, harmony in broad terms: end of section cadences and modulations, climax, musical features and overall form.
Comparison of two recordings	There was an extremely thorough comparison of the two recordings which considered the differences in interpretation as evidenced by tempo, tone colour, phrasing, articulation, dynamics, pedalling etc..	There was a very thorough comparison of the two recordings which considered the differences in interpretation as evidenced by tempo, tone colour, phrasing, articulation, dynamics, pedalling etc..	There was a sufficiently thorough comparison of the two recordings which considered the differences in interpretation as evidenced by tempo, tone colour, phrasing, articulation, dynamics, pedalling etc..	There was an insufficiently thorough comparison of the two recordings which did not adequately consider the differences in interpretation as evidenced by tempo, tone colour, phrasing, articulation, dynamics, pedalling etc..
Learning plan	There was an extremely clear and thorough learning plan which included a schedule for interim goals and trial performances.	There was a very clear and thorough learning plan which included a schedule for interim goals and trial performances.	There was a sufficiently clear and thorough learning plan which included a schedule for interim goals and trial performances.	There was an insufficiently clear and thorough learning plan which did not include sufficient interim goals and trial performances.

Reflection	There was abundant evidence of useful learning for your own performances from your reflection on your video and trial performances, and extremely clear explanation of how you will apply your learning to help your pupils' performance preparation.	There was ample evidence of useful learning for your own performances from your reflection on your video and trial performances, and a very clear explanation of how you will apply your learning to help your pupils' performance preparation.	There was adequate evidence of useful learning for your own performances from your reflection on your video and trial performances, and a clear explanation of how you will apply your learning to help your pupils' performance preparation.	There was inadequate evidence of useful learning for your own performances from your reflection on your video and trial performances, and insufficient explanation of how you will apply your learning to help your pupils' performance preparation.
PERFORMANCE 25%				
Meaningful music making (GP1)	The performance was utterly musically convincing and engaging.	The performance was very musically convincing and engaging	The performance was sufficiently musically convincing and engaging.	The performance was not sufficiently musically convincing or engaging.
Musical knowledge and understanding (GP2)	There was abundant evidence of musical knowledge, understanding and structure in the performance.	There was ample evidence of musical knowledge, understanding and structure in the performance.	There was sufficient evidence of musical knowledge, understanding and structure in the performance.	The performance was lacking in a sense of musical knowledge, understanding and structure.
Technical and pianistic skills (GP3a)	There was abundant evidence of suitable technical and stylistic skills.	There was ample evidence of suitable technical and stylistic skills.	There was satisfactory evidence of suitable technical and stylistic skills.	There was insufficient evidence of suitable technical and stylistic skills.
Practice strategies (GP3b)	There was abundant evidence that thorough practice strategies had been employed.	There was ample evidence that thorough practice strategies had been employed.	There was sufficient evidence that thorough practice strategies had been employed.	There was insufficient evidence that thorough practice strategies had been employed.
POST-PERFORMANCE REFLECTION 15%	There was excellent reflection on the performance, the extent to which the stated aims were achieved, and the efficacy of the preparation and practice. Extremely relevant ideas and strategies were identified for future performing and teaching.	There was very good reflection on the performance, the extent to which the stated aims were achieved, and the efficacy of the preparation and practice. Very relevant ideas and strategies were identified for future performing and teaching.	There was satisfactory reflection on the performance, the extent to which the stated aims were achieved, and the efficacy of the preparation and practice. Relevant ideas and strategies were identified for future performing and teaching.	There was insufficient and inadequate reflection on the performance, the extent to which the stated aims were achieved, and the efficacy of the preparation and practice. Few, if any, relevant ideas and strategies were identified for future performing and teaching.

Tutor's Comments	
Result	Below standard / Pass / Merit / Distinction

Date	
Tutor's signature	