

Candidate identifier		Create A Song			
Criterion	A	B	C	D	Total
Level awarded	1	2	2	2	7

Criterion A: Knowing and understanding	Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?	Level by strand
Strand i: demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology	The student provides a rudimentary account of both pieces studied, showing a little knowledge of the musical elements of both pieces. The student mentions pitch and the connection between the elephant's movement and the music but shows little understanding of other musical devices used.	2
Strand ii: demonstrate understanding of the role of the art form in original or displaced contexts	The student does not refer to 'storytelling', the role of the art form (including the impact of the art considering time and place) or the original context or displaced context of the art form studied. As there is no evidence for this strand only zero can be awarded.	0
Strand iii: use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork	Despite a leading question to determine how knowledge was used to purposefully inform artistic decisions, the student states that they learned about BB King, the blues, blues structure and blue notes. The student explains that scat singing was used in their piece and is also used in jazz however they do not describe HOW knowledge was used to inform their artwork. A level 1 is awarded as some rudimentary knowledge is described.	1
Overall criterion level	1 What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"? Little work was presented for criterion A, which was rudimentary with basic facts provided and little understanding shown of the art form studied the role of the art form or the use of acquired knowledge.	

Criterion B: Developing skills		Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?	Level by strand
Strand i: demonstrate the acquisition and development of the skills and techniques of the art form studied		Only the final artwork was provided. There are no excerpts of skill development.	0
Strand ii: demonstrate the application of skills and techniques to create, perform and/or present art		The final artwork provided is a 35 second recording of the student humming over a pre-recorded track. The student demonstrates good pitch, although considering this was meant to be 'scat singing' the student shows adequate control of skills and techniques in this short excerpt. She has adapted the original melody slightly. Although the excerpt is brief, she does control her vocals.	3
Overall criterion level	2	What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"? This was difficult as there is no other evidence provided for criterion B and only one final artwork, containing only 35 seconds of music.	

These materials are produced to exemplify marking standards and are for in-school use only.

Criterion C: Thinking creatively		Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?	Level by strand
Strand i: develop a feasible, clear, imaginative and coherent artistic intention		The student provides a brief account of the intended outcome(s) for an artwork.	2
Strand ii: demonstrate a range and depth of creative-thinking behaviours		There is no evidence of creative-thinking behaviours.	0
Strand iii: demonstrate the exploration of ideas to shape artistic intention through to a point of realization.		The student outlines six steps in the planning process which have a clear purpose. The student states but does not 'explore' the ideas and therefore cannot achieve higher than a level 2 for this strand.	2
Overall criterion level	2	What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"? The student has only partially addressed parts of the strands. There is no evidence for strand ii. Best fit for this student, despite the lack of evidence for strand ii is a level 2.	

Criterion D: Responding		Explanatory commentary: referencing the task specific clarification what in this work characterizes it as limited, adequate, substantial or excellent?	Level by strand
Strand i: construct meaning and transfer learning to new settings		The student shows little response to the unit's statement of inquiry/global context except for replying 'yes' to the teacher's question "In your opinion, is 'personal and cultural identity' expressed through storytelling in music, and through your own original work?".	1
Strand ii: create an artistic response that intends to reflect or impact on the world around them		The student shows some connection between their product and the emotion they wanted the audience to feel.	3
Strand iii: critique the artwork of self and others		The student provides a description of the artwork of Saint-Saens and BB King (basic facts with little reference to the musical elements and no detailed analysis) and a very basic statement about scat singing which was used in their piece.	2
Overall criterion level	2	What aspects of the work made it difficult to arrive at a level? How did you compensate in "best fit"? The work for this criterion sits clearly in the limited band 1-2. The level 3 awarded for strand ii was very much at the lower level as only one connection was made.	