Music Ensemble

LEVEL 2	5 TCE CREDIT POINTS
COURSE CODE	MSM205120
COURSE SPAN	2020 — 2025
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2022. Use A-Z Courses to find the current version (if available).

Music Ensemble is a Level 2 course which requires participants to have the vocal or instrumental competence to play/perform as a member of an ensemble

Instrumental skills for ensemble playing, Responding to Musical Direction, Rehearsal and Performance and Care and Safe Practice make up the four components of the course. Music Ensemble provides an extension opportunity for learners studying other music courses or for learners who wish to have their participation in a school based ensemble recognised.

Course Description

This course enables learners to develop as musicians through engagement and collaboration in the rehearsal process and performance, in at least **one** (1) music ensemble.

The range of ensembles is wide and varied, demonstrating diversity of genre, instrumentation and technical requirements.

The following list, though not exclusive, is indicative of ensembles:

Ensembles	
Concert Band	Chamber Ensemble
Symphonic Band	Jazz Ensemble
Stage Band	Vocal Ensemble
Pit Band	Guitar Ensemble
Rock Band	Wind Ensemble
Symphony Orchestra	Brass Ensemble
String Orchestra	Percussion Ensemble
Pit Orchestra	Improvisation Ensemble
Choir	Mixed Ensemble
Folk Group	

Rationale

Practicing, rehearsing and presenting music as a member of an ensemble is an integral component of music education. Learners develop music literacy and performance skills, and learn to articulate their ideas through rehearsal discussions.

Though not a requirement, performance of Australian compositions and arrangements are encouraged, including original compositions of ensemble members. A knowledge and understanding of Australian music enables learners to participate more effectively in, and contribute to, diverse aspects of Australian cultural life.

Aims

The collaborative learning style of Music Ensemble aims to engender skills of adaptability, creative thinking, and self-discipline through playing, using recognised repertoire and instrumentation, and developing skills and techniques appropriate to different genres and/or styles.

Music Ensemble aims to foster resilience, cooperation and positive team membership. Once learned, these attributes may be applied to a range of music groups and to other contexts and environments such as the work place and community organisations.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. work collaboratively as a member of an ensemble to prepare for and present ensemble music performances
2. use musical instruments, music ensemble equipment and rehearsal and performance space in an appropriate and safe manner
3. respond appropriately to direction
4. apply music elements* when playing/singing in a music ensemble
5. play/sing proficiently in a music ensemble.

* *music elements: intonation; tuning; blend and balance; tone; style; dynamics; articulation; phrasing; expression; posture.*

Access

Learners will have instrumental/vocal competency sufficient to play as a member of an ensemble.

Learners are required to work as a member of a musical ensemble (i.e. as a member of a group).

Pathways

Successful completion of this course may lead to/enhance learning in a range of TASC accredited courses such as: Studies in Music Level 2; and Music Level 3.

Resource Requirements

Access to suitable rehearsal spaces (e.g. rehearsal rooms, rehearsal suites) and performance spaces (e.g. music studios, stages, halls) is required.

The provider will determine to what extent access to instrumental tuition is required for each learner.

Music playing equipment may be provided as required (e.g. sound systems, CD players, DVD players).

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 5.

Course Requirements

Learners must engage in adequate preparation and rehearsal time, and perform in a minimum of two (2) performances to an audience.

Work submitted for assessment must be:

- produced over the duration of one calendar year
- be unique to this course and;
- not be work submitted for assessment in any other course.

Course Content

This course has four (4) parts. All parts are **compulsory**. It is **not** expected that these parts will be delivered and assessed sequentially. Rather the parts and their content will be delivered and assessed concurrently and as appropriate to the progress of learners thorough the process of musical practice, ensemble rehearsal and performance.

PART A INSTRUMENTAL SKILLS FOR ENSEMBLE PLAYING

Being an effective member of an ensemble requires the learner to be aware of, and attend to, interpretation and appropriate playing of musical resources (e.g. scores, charts, tabs).

The following content will be covered:

- intonation
- tuning
- blend and balance
- performing with appropriate tone (sensitively to ensemble sound and style)
- style
- dynamics
- articulation
- phrasing
- expression
- correct posture.

PART B RESPOND TO MUSICAL DIRECTION

A specialist conductor or a nominated musician from within the ensemble will provide musical direction. Effective ensemble participation will include responding appropriately to musical direction.

The following course content will be covered:

- meeting agreed group performance objectives
- understanding and following verbal and non-verbal instructions
- realising a musical vision or intent (e.g. tempo, intensity, expression, mood, beginning and ending of pieces)
- contributing to stylistic discussions and decisions
- listening to recommended recordings/performances
- supporting and encouraging other ensemble members to meet goals and commitments.

PART C REHEARSALS AND PERFORMANCES

Success of an ensemble is due in part to the level of commitment shown by the participants. Qualities expected of ensemble members in rehearsals and performances include:

- reliability in attending scheduled rehearsals
- punctuality to rehearsals and performance calls
- meeting performance obligations
- appropriate rehearsal and performance etiquette
- co-operation with others in rehearsals and performances (e.g. instructors, directors, stage managers)
- following established procedures for notifying of lateness or non-attendance (e.g. message, text, phone contact)
- appropriate dress for rehearsals and performances.

PART D CARE AND SAFE PRACTICE

Ensemble members will learn about the appropriate care of musical equipment and the significance of such care. They will take appropriate care of their instrument and equipment (such as music scores and sound systems). Ensemble members will learn about work place safety issues related to their rehearsal and performance spaces, and follow directions and procedures concerning work place safety in such spaces.

- appropriate care of instrument(s)
- appropriate care of musical scores and equipment

- safe use of musical equipment (e.g. power supply to sound reinforcement systems)
- safe and appropriate use of rehearsal and performance spaces (e.g. security of spaces, safe use of stairs, risers and platforms)
- follow direction and procedures related to work place safety in rehearsal and performance spaces, and know to whom issues or dangers are reported.

Work Requirements

This course requires learners to fulfil the role of an ensemble member. Individual learners must be aware that such roles involve expectations that they will:
1. Be a responsible member of the ensemble by:

- attending, and playing as required in scheduled rehearsals
- being punctual to rehearsals
- notifying in advance of inability to attend
- contributing to other preparation activities (e.g. planning meetings)
- learning the music
- bringing scores as required
- demonstrating appropriate instrument care (e.g. transport, use of case)
- attending to maintenance of instrument (e.g. re-stringing)
- bringing additional equipment as required (e.g. music stand, stationery)
- maintaining and preparing uniform as required (e.g. laundering, ironing)
- wearing agreed uniform / following dress code as required
- attending publicity events as required
- communicating issues to appropriate person as soon as known
- acting, and using musical equipment in a safe manner.

2. Be a self-reflective performer through:

- annotating a musical score in response to group discussions and own reflections
- keeping a reflective journal detailing development of ensemble skills and understandings.

Presenting a performance is the culmination of practice and rehearsal, and is a focus and goal for Music Ensemble.
Examples of performances could include (but are not restricted to):

- eisteddfods
- competitions
- concerts in a variety of parent, community and school settings (e.g. assemblies, concerts, school functions and events)
- musical productions
- recitals and concerts
- other cultural events.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating of 'C' (satisfactory standard) or 'A' (high standard) according to the outcomes specified in the standards section of the course document.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Assessment processes must gather evidence that clearly shows the match between individual learner performance, the standards of the course and the learner's award. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – Each provider is responsible for ensuring the integrity and validity of their assessment results against the requirements of the course, including standards, and for maintaining records and documentation that will demonstrate the integrity, accuracy and validity of the award decisions they make each year.

Where TASC identifies sufficient potential for concern about the integrity or validity of a provider's award decisions it will undertake an investigation. After such an investigation is completed, TASC may take action under Section 33 of the *Office of Tasmanian Assessment, Standards and Certification Act 2003* as it considers appropriate, including but not limited to:

- giving the school/college a direction in relation to the provision or assessment of the course (section 33 (2))
- refusing to accept results for this course from the provider (section 33 (4)).

Criteria

The assessment for Music Ensemble Level 2 will be based on the degree to which the learner can:

1. work collaboratively as a member of an ensemble to prepare and perform music
2. care for musical equipment and follow work place safety directions
3. perform with sensitivity and musicality

Standards

Criterion 1: work collaboratively as a member of an ensemble to prepare and perform music

The learner:

Rating A	Rating C
contributes ideas and suggestions that improve the outcome of ensemble rehearsals	contributes appropriate suggestions and ideas in ensemble rehearsals
initiates and facilitates improved ensemble goals in rehearsals and performances	co-operates with others to achieve agreed ensemble goals in rehearsals and performances
expresses points of view appropriately and suggests how these can be incorporated into rehearsals and performance	responds appropriately to verbal and non-verbal instruction and direction
responds appropriately to verbal and non-verbal instruction and direction	exhibits appropriate ensemble behaviours and etiquette during rehearsals and performances.
exhibits collaborative ensemble behaviours and appropriate etiquette during all rehearsals and all performances.	

Criterion 2: care for musical equipment and follow work place safety directions

The learner:

Rating A	Rating C
appropriately cares for their instrument(s)*, assists/encourages others to do so, and verbally articulates why such care is significant	appropriately cares for their instrument(s)* and verbally articulates why such care is significant
appropriately cares for music equipment**, assists/encourages others to do so, and verbally articulates why such care is significant	appropriately cares for music equipment** and verbally articulates why such care is significant
follows workplace safety requirements, protocols and procedures in a musical space. The learner correctly identities and appropriately reacts to potential hazards in a music environment.	follows workplace safety requirements, protocols and procedures in a musical space. The learner correctly identifies to whom issues or dangers are reported.

* 'Appropriate' care of instrument(s) includes, but is not limited to: cleaning of instrument; use of correct carrying/storage equipment; warming-up of voice/preparing instrument for playing; correct handling of instrument.

** 'Appropriate' care of musical equipment includes, but is not limited to: use and storage of musical scores; and use and storage of sound reinforcement equipment.

Criterion 3: perform with sensitivity and musicality

The learner:

Rating A	Rating C
performs ensemble music accurately	performs ensemble music with sufficient accuracy to retain the overall intended effect
performs ensemble music fluently	performs ensemble music with sufficient fluency to retain the overall intended effect
makes refined and sensitive adjustments to the playing of their instrument in an ensemble using musical elements* to respond to	adjusts playing of their instrument in an ensemble using musical elements* to respond to characteristics

characteristics of musical style.	of musical style.

* Musical elements: intonation; tuning; blend; balance; tone; style; articulation; phrasing; expression; posture.

Qualifications Available

Music Ensemble Level 2 (with the award of):

HIGH ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 3 ratings.

The minimum requirements for an award in Music Ensemble Level 2 are as follows:

HIGH ACHIEVEMENT (HA)
3 'A' ratings

SATISFACTORY ACHIEVEMENT (SA)
3 'C' ratings

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Gillian Cannell and critical friends in the development of this course.

Expectations Defined By National Standards

There are no statements of national standards relevant to this course.

Accreditation

The accreditation period for this course is from 1 January 2020 to 31 December 2022.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 26 June 2019 for use 1 January 2020 to 31 December 2022. This course replaces *Music Ensemble* (MSM205115) that expired on 31 December 2019.

Supporting documents including external assessment material

- MSM205115CourseAccreditation.pdf (2017-07-21 01:05pm AEST)

Tasmanian Government

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