

MSO

CLASSROOM

MUSIC PERFORMANCE ANALYSIS EXTERNAL EXAM QUESTIONS THROUGH THE YEARS

DIFFERENT WAYS OF USING THIS RESOURCE

1. Go to the [VCAA website](#) and find out what recording they used for the below questions. YouTube/Spotify/etc.
2. Pick a question and a recording of your choosing.
3. Collate all of the feedback you have received from your teacher throughout the year into one doc.
4. Write the most detailed response you can free of any time limit.
5. Having written a detailed response, give yourself 5 minutes to complete the question again.
6. Listen to a recording and brainstorm/plan your response.
7. Ask a friend or a teacher for feedback.
8. Set 5 minute time limit to answer the question.
9. Get a friend to pick a recording and a question.
10. Give yourself 1 minute to answer a question.
11. Read your answer to a friend, a family member or a pet. Answer any questions they have about terminology.
12. Pick 3 recordings and 3 questions. Set a timer for 15 minutes.
13. Ask a family member to pick a recording and pick two questions.
14. Create a Google Doc for you and a friend to complete a question.
15. Have a piece of chocolate after every question you complete. (Actually make that two pieces — you deserve it!)

[Music Performance: Examination specifications, past examinations and examination reports](#)

2020

1. Describe how the performers create character in this excerpt. In your response, refer to one or more of the following elements of music:
 - tone colour
 - articulation
 - dynamics.
2. Describe how the accompaniment (instrumental and vocal) contributes to the expressive outcomes in this excerpt.
3. Describe the vocalists' use of articulation and improvisation/embellishment/ornamentation.
4. Compare the ways in which the two interpretations create different expressive outcomes through three of the following:
 - tone colour
 - articulation
 - phrasing
 - improvisation/embellishment/ornamentation
 - balance of music lines.

2019

1. Describe how the performers use phrasing and improvisation/embellishment/ornamentation to achieve expressive outcomes.
2. Describe how the performers create and sustain mood and character in this excerpt.
3. Discuss how the performers use tone colour and articulation to achieve expressive outcomes.
4. Compare the ways in which the two interpretations create different expressive outcomes through three of the following:
 - articulation
 - balance of music lines
 - tone colour
 - tempo.

2018

1. Discuss how the performers use dynamics and blend of instrumental voices to achieve expressive outcomes.
2. Describe the ways in which tone colour is used to achieve expressive outcomes.
3. Describe how the performers use at least two of the following elements of music to achieve expressive outcomes:
 - articulation
 - balance of music lines
 - ornamentation/embellishment/improvisation
 - dynamics.
4. Compare the ways in which the two interpretations create different expressive outcomes through three of the following:
 - tempo
 - balance of music lines
 - tone colour
 - articulation.

2017

1. How do the performers use tone colour to achieve expressive outcomes?
2. How do the performers use articulation to achieve expressive outcomes?
3. Describe how the performers create and sustain mood and character in this work.
4. Compare the ways in which the performers manipulate the following to achieve expressive outcomes:
 - tone colour
 - balance of music lines
 - improvisation/embellishment/ornamentation.

2016 (Previous study design)

1. Describe how the vocalist uses tone colour to create expressive outcomes.
2. Describe two ways in which the use of phrasing by the performers in this band creates character in this excerpt.
3. Discuss how the performers create these moods using:
 - blend and balance between voice and instruments
 - articulation.

2015 (Previous study design)

1. Explain the performers' use of instrumental timbre and the blend of instrumental lines to create a sense of character in this performance.
2. Describe two ways in which performers use articulation to create character in this excerpt.
3. Describe how the performers create balance between the music parts/lines in this excerpt.

2014 (Previous study design)

1. Explain how the vocal and instrumental lines create mood and character in this excerpt.
2. Discuss ways in which expressive elements of music are interpreted to achieve expressive outcomes in the performance of this excerpt. In your answer, refer to two of the following expressive elements of music:
 - tone colour
 - blend of instrumental voices
 - dynamic range and shape
 - tempo.

2013 (Previous study design)

1. Describe interpretive decisions the two vocalists have made to achieve an expressive outcome in the performance of this excerpt.
2. Analyse ways in which expressive elements of music are used in this excerpt. In your answer, you must refer to at least two of the following:
 - tone colour
 - blend of instruments
 - articulation
 - dynamics.

2012 (Previous study design)

1. Describe how the performers create character in the vocal parts of this work.
2. Describe how the performers create character in the accompaniment of this work.
3. How do the performers manipulate expressive elements to communicate tension within this work? In your answer, refer to at least two of the following:
 - articulation
 - dynamic range
 - tempo choices
 - tone colour.