ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Music 1
Topic	Composition
Class Teacher	Deanne Prusiak
Head Teacher	Pauline Frost
Year	Year 11
Date Given	8/8/2019
Date Due	11/9/2019
Weighting	40%

Assessment Outline

Task 1 - Composition 25% - 32 bars in length

You are required to compose a 32 bar melody with a simple bass line and chord structure. Your melody should represent a 16 bar verse and 16 bar chorus. To be successful at this task, at a minimum level, you will use notes (pitch) from the given chords and pattern to compose with. More marks will be awarded for creative rhythmic and melodic patterns. These might use passing notes or create harmonic interest. This can be composed in the key of your choosing. An understanding of the music concepts should be conveyed in your score.

You will need to use music notation software, Finale, or another program, to assist you with this task. You can select piano staves or other treble or bass instruments in your composition. You must have at least 3 instruments in your composition. It should display a title and your name.

Finally, you must record your composition as a PDF document for submission.

Use the following Chord Structure:

Verse

I	IV	I	V
I	IV	V	I
I	IV	I	V
I	ii	V	I

Chorus

I	vi	IV	V
I	vi	IV	V
I	vi	IV	V
I	ii	V	I

Task 2 – Research (10%) and analysis (5%) 15%

Choose **ONE** piece from the following list. You will need to fill in the sheets provided and research the composer, the musical characteristics of the period, and an aural analysis using the Music Concepts. You may include a score analysis if you read music.

Bach - Brandenburg Concerto No 2: 2nd movement
Haydn – Symphony No.104: 3rd movement
Mozart – Eine Kleine Nachtmusik: 2nd movement
Beethoven – Symphony No 5: 1st movement
Schubert – Trout Quintet: 4th movement
Smetana – The Moldau: Bars 1-79
Tchaikovsky – The Nutcracker: March
Debussy – Prelude to the Afternoon of a Faun
Stravinsky – The Rite of Spring: Opening Scene
Holst – The Planets: Mars, the Bringer of War
Gershwin – Rhapsody in Blue
Glass – Floe from Glassworks

Non-completion of Task: If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.
Plagiarism: Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.
Failure to follow the above procedures may result in a zero award. **The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.**

Assessment criteria

Students will be assessed on how well the research demonstrates:

- A musicological focus
- An understanding of the chosen topic
- An understanding of musical concepts and the relationship between them
- Relevant musical examples that support the research

Outcomes assessed: P2, P4, P5, P6, P7

Marking guidelines

Criteria	Marks
Research has a clear and consistent musicological focus Demonstrates a perceptive understanding of the chosen topic Demonstrates high level aural awareness and understanding of musical concepts and their relationship to the chosen topic Supports the discussion with relevant musical examples	17–20
Research has a musicological focus Demonstrates a detailed understanding of the chosen topic Demonstrates thorough aural awareness and understanding of musical concepts and their relationship to the chosen topic Supports the discussion with relevant musical examples	13–16
Research has a musicological focus but may be inconsistent Demonstrates a generally sound understanding of the chosen topic although there may be some inaccuracies Demonstrates some aural awareness and ability to discuss the use of musical concepts in the chosen topic Presents relevant musical examples	9–12
Makes an attempt to provide a musicological focus in the research Demonstrates basic understanding of the chosen topic Demonstrates basic aural awareness and skill in discussing the musical concepts Presents some musical examples	5–8
Research lacks a musicological focus Demonstrates limited understanding of the chosen topic Demonstrates limited aural awareness and skill in discussing the musical concepts in the repertoire studied Uses irrelevant or inappropriate musical examples	1–4

Assessment criteria

Students will be assessed on how well they demonstrate:

- Understanding of musical concepts and the relationships between them
- Knowledge of score conventions and performance directions
- The organisation of ideas into musical structures

Outcomes assessed: P2, P3, P5, P7

Marking guidelines

Criteria	Marks
Composes a work that successfully and coherently demonstrates perceptive and accomplished understanding of style, the concepts of music, and the relationships between the concepts Demonstrates comprehensive knowledge and understanding of score conventions and performance directions Demonstrates high level skills in organising ideas into musical structures	17–20
Composes a work that successfully demonstrates a thorough understanding of the style, the concepts of music, and the relationships between the concepts Demonstrates a detailed knowledge and understanding of score conventions and performance directions Demonstrates proficient skills in organising ideas into musical structures	13–16
Composes a work that demonstrates an understanding of the style, the concepts of music, and the relationships between the concepts Demonstrates knowledge and understanding of score conventions and provides clear performance directions Demonstrates skills in organising ideas into musical structures	9–12
Composes a work that demonstrates some understanding of the style, the concepts of music, and the relationships between the concepts Demonstrates basic knowledge and understanding of score conventions and provides limited performance directions Demonstrates basic skills in organising ideas into musical structures	5–8
Composes a work that demonstrates little understanding of the style, the concepts of music, and the relationships between the concepts Demonstrates limited knowledge and understanding of score conventions and provides few performance directions Demonstrates limited skills in organising ideas into coherent musical structures	1–4

Music 1: Assessment Task 3
Research and Aural Task

Choose a piece of music from the list above.

Piece _____

Composer_____

Musical Period _____

Provide a brief biography of the composer

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In point form, list and describe the musical characteristics of the period of your composer.

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Aural Analysis

Analyse your piece in point form.

Make reference to the score with bar numbers if you are using it for your analysis. You may highlight the score.

Pitch

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Duration

Dynamics and Expressive Techniques

Structure

Texture

Tone Colour