



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Music 2
<b>Topic</b>	Composition
<b>Class Teacher</b>	Deanne Prusiak
<b>Head Teacher</b>	Pauline Frost
<b>Year</b>	Year 11
<b>Date Given</b>	7/8/2019
<b>Date Due</b>	Thursday 12/9/2019
<b>Weighting</b>	40%

### Assessment Outline

**Task Description:** Composition 64 bars in length

**Task 1: 25%**

You are required to compose a 64 bar piece of music for classical instrumentation. Draw from your learning about the Classical Period. Create a theme or short melody and develop this in your piece. Apply as many of the music concepts to this piece of music as you can.

You will need to use traditional music notation conventions. You may use Finale, or other composition tools, to assist you with this task. Your composition should display a title and your name.

Finally, you must record your composition in PDF Format.

**Task 2: 15%**

You will be required to present a portfolio for marking. This is like a diary and you will need to provide evidence about the processes you applied to create your composition. You should show all working even if you have decided not to pursue an idea. Please provide the date of each entry in an A4 book.

**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 in the ROSA booklet will be followed regarding the non-completion of assessment tasks.**

### Outcomes Assessed

**P2** demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics.

**P3** composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensemble.

**P4** creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts.

**P5** analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations.

**P9** identifies, recognises, experiments with, and discusses the use of technology in music.

### Marking Rubric:

Range	A Student in this range:
17-20	<ul style="list-style-type: none"><li>Composes a work that successfully and coherently represents the topic, demonstrating perceptive and accomplished understanding of style, the concepts of music, and the relationships between the concepts</li><li>Demonstrates comprehensive knowledge and understanding of score conventions and performance directions appropriate to the topic</li><li>Demonstrates high level skills in organising ideas into musical structures</li></ul>
13-16	<ul style="list-style-type: none"><li>Composes a work that successfully and coherently represents the topic, demonstrating a thorough understanding of the style, the concepts of music, and the relationships between the concepts</li><li>Demonstrates a detailed knowledge and understanding of score conventions and performance directions appropriate to the topic</li><li>Demonstrates proficient skills in organising ideas into musical structures</li></ul>
9-12	<ul style="list-style-type: none"><li>Composes a work that represents the topic, demonstrating an understanding of the style, the concepts of music, and the relationships between the concepts</li><li>Demonstrates knowledge and understanding of score conventions and provides clear performance directions appropriate to the topic</li><li>Demonstrates some skills in organising ideas into musical structures</li></ul>
5-8	<ul style="list-style-type: none"><li>Composes a work that is a basic representation of the topic, demonstrating some understanding of the style, the concepts of music, and the relationships between the concepts</li><li>Demonstrates basic knowledge and understanding of score conventions and provides limited performance directions appropriate to the topic</li><li>Demonstrates basic skills in organising ideas into musical structures</li></ul>
1-4	<ul style="list-style-type: none"><li>Composes a work that is a limited representation of the topic, demonstrating little understanding of the style, the concepts of music, and the relationships between the concepts</li><li>Demonstrates limited knowledge and understanding of score conventions and provides few performance directions appropriate to the topic</li><li>Demonstrates limited skills in organising ideas into coherent musical structures</li></ul>