



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Music 1
<b>Topic</b>	Music For Small Ensembles Composition/Analysis
<b>Class Teacher</b>	David Bell
<b>Head Teacher</b>	Pauline Frost
<b>Year</b>	Year 12
<b>Date Given</b>	15/02/2019
<b>Date Due</b>	29/03/2019
<b>Weighting</b>	20%

### Assessment Outline

Students are to compose a piece of music for a small ensemble. This music can be written in any style and featuring any range of instruments the student wishes to have in it. It must be written using traditional notation on either Sibelius, Finale, Noteflight, MuseScore or any other program which has been cleared by Mr Bell. The piece needs to feature:

1. A minimum of 2 and maximum of 8 instruments
2. A key change to a relative key at some part of the piece (to the relative Major, Minor, Sub-Dominant or Dominant key)
3. Must be a minimum of two minutes long.
4. Must feature dynamic changes and considerable expressive techniques

Students are required to hand in a hard copy of their composition with an accompanying audio file on USB or Emailed to David.bell129@det.nsw.edu.au

Along with this composition students will need to hand in a written Aural Analysis of their piece which uses the concept of music to interact with musical decisions they have made. This needs to be minimum one page in length and look at all of the concepts for at least one point.

### 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 HSC booklet will be followed regarding the non-completion of assessment tasks.**

### **Outcomes Assessed**

**H2** 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.

**H3** composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensemble.

**H4** creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts.

**H5** analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations.

**H9** identifies, recognises, experiments with, and discusses the use of technology in music.

**Marking Rubric:**

<b>Range</b>	<b>A Student in this range:</b>
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><li>• Demonstrates a thorough understanding of the concepts of music and how they combine to create an aurally pleasing piece</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><li>• Demonstrates a good understanding of the concepts of music and how they combine to create an aurally pleasing piece</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><li>• Demonstrates a satisfactory understanding of the concepts of music and how they combine to create a piece of music</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><li>• Demonstrates a basic understanding of the concepts of music and how they combine to create music</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><li>• Demonstrates limited understanding of the concepts of music and how they combine to create a music.</li></ul>