



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

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| Subject | Stage 5 Music |
| Topic | Pioneers of Rock |
| Class Teacher | Michelle Redman |
| Head Teacher | Pauline Frost |
| Year | 9 |
| Date Given | Week 4, Term 3 |
| Date Due | Week 7, Term 3 |
| Weighting | 25% |

Assessment Outline

Composition – 15%

Compose a 16 bar melody based on the chord progression provided below in the key of C Major using a 4/4 time signature. Notate your composition using Finale (write chords above the melody). You should include a melodic line, chordal accompaniment, bass line and rhythmic part.

I / IV / I / V / I / ii m / V / I
I / IV / I / V / I / ii m / V / I

Students should aim to:

- Demonstrate their knowledge of chord structures and simple harmonies
- Demonstrate an understanding of musical concepts by using appropriate pitch and rhythmic patterns, creating a composition that is rhythmically interesting
- Accurately notate a composition using the finale program

Performance – 10%

You are required to perform a piece of music for your instrument or voice of choice. Your piece needs to demonstrate stylistic awareness, expression, technical skill and the role of the soloist. Your performance time should not exceed 5 minutes. Ensure you practice using the equipment provided.

Practice time will be allocated during class time but your success will rely on additional practice. The music rooms are available to you before and after school and during recess and lunch by appointment only.

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.

Outcomes Assessed

- 5.1** performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2** performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3** performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4** demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5** notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6** uses different forms of technology in the composition process

Marking Rubric: Composition

| Range | A student in this range: |
|--------------|--|
| 17-20 | <ul style="list-style-type: none">• Composes a work that successfully represents the topic, demonstrating highly developed understanding of style and the concepts of music• Demonstrates comprehensive knowledge and understanding of traditional notation and score conventions• Demonstrates high level skills in organising ideas into musical structures• Incorporates highly developed and complex rhythmic ideas |
| 13-16 | <ul style="list-style-type: none">• Composes a work that successfully represents the topic, demonstrating a thorough understanding of the style and the concepts of music• Demonstrates a detailed knowledge and understanding of traditional notation and score conventions• Demonstrates proficient skills in organising ideas into musical structures• Incorporates developed rhythmic ideas |
| 9-12 | <ul style="list-style-type: none">• Composes a work that represents the topic, demonstrating an understanding of the style and the concepts of music• Demonstrates knowledge and understanding of score conventions• Demonstrates some skills in organising ideas into musical structures• Attempts to incorporate some interesting rhythmic ideas |
| 5-8 | <ul style="list-style-type: none">• Composes a work that is a basic representation of the topic, demonstrating some understanding of the style and the concepts of music• Demonstrates basic knowledge and understanding of traditional notation and score conventions• Demonstrates basic skills in organising ideas into musical structures• Basic rhythmic ideas presented |
| 1-4 | <ul style="list-style-type: none">• Composes a work that is a limited representation of the topic, demonstrating little understanding of the style, the concepts of music• Demonstrates limited knowledge and understanding of traditional notation and score conventions• Demonstrates limited skills in organising ideas into coherent musical structures• Lacks interesting rhythmic ideas |

Marking Rubric: Performance

| Range | A Student in this range: |
|-------|--|
| 17-20 | <ul style="list-style-type: none">• Demonstrates highly-developed technical skills – fluency, intonation and articulation• Demonstrates perceptive understanding of style of chosen piece through using articulation and dynamics and expressive techniques• Performs with a well-developed sense of personal expression• Demonstrates a highly-developed understanding of the role of soloist/ensemble member, and efficiently communicates with accompanist/ensemble |
| 13-16 | <ul style="list-style-type: none">• Demonstrates developed technical skills – fluency, intonation and articulation• Demonstrates stylistic understanding through performance of the chosen piece using articulation, dynamics and expressive techniques• Performs with a sense of personal expression• Demonstrates a developed understanding of the soloist/ensemble member, and clearly communicates with accompanist/ensemble |
| 9-12 | <ul style="list-style-type: none">• Demonstrates competent technical skills. Some problems in maintaining technical fluency and inconsistencies in intonation and articulation• Demonstrates a sense of stylistic understanding through performance of the chosen repertoire. Some inconsistencies with articulation, dynamics and expressive techniques may occur• Performs the chosen repertoire with a sense of musical expression, may attempt to incorporate expressive techniques appropriate to the chosen style• Demonstrates a competent, although not consistent understanding of role of soloist/ensemble member, may lack communication, and balance issues present within ensemble |
| 5-8 | <ul style="list-style-type: none">• Demonstrates some basic technical skill, although frequent inconsistencies in technical fluency and intonation• Demonstrates a basic stylistic understanding. Articulation, dynamics, expressive techniques are not consistently appropriate to the chosen style• Performs the chosen repertoire with little sense of musical expression• Demonstrates a limited awareness of the performer's role as a soloist/ensemble member, which may be evident through lack of communication and balance issues within ensemble |
| 1-4 | <ul style="list-style-type: none">• Demonstrates very limited technical skills• Demonstrates little evidence of stylistic understanding of the chosen style• Performs the chosen repertoire with little or no sense of musical expression• Demonstrates little or no awareness of the performer's role as a soloist/ensemble member |