



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Stage 5 Music
Topic	Pioneers of Rock
Class Teacher	Deanne Prusiak
Head Teacher	Pauline Frost
Year	9
Date Given	Week 7, Term 3
Date Due	Week 10, Term 3 – Tuesday 22/9/20 by 1pm
Weighting	30%

Assessment Outline

Listening – 30%

Research an Australian musician of your choice from the 1950s, 60s, or 70s. Your research should be style based and refer to the use of the concepts of music. (1 page)

You will need to include a detailed analysis of one aural excerpt by the musician of choice with reference to all six music concepts. (2 pages)

This assessment is to be submitted via google classroom. If you do not have access to the internet or a computer, you will be able to use a laptop from the music centre at recess or lunch time.

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
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study

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

CONCEPTS OF MUSIC

<p><u>STRUCTURE</u></p> <ul style="list-style-type: none">▪ Organising sections of music▪ Intro/verse/chorus/bridge/coda▪ Repetition - Riffs/ostinatos▪ Contrasts▪ Themes/Variation▪ Strophic (AAA etc)▪ Binary (AB)▪ Ternary (ABA)▪ Rondo (ABACA..)▪ Sonata Form	<p><u>DURATION</u></p> <ul style="list-style-type: none">▪ Time Signature▪ Rhythms▪ Beat▪ Tempo (speed)▪ Metre (grouping of notes)▪ Accents▪ Syncopation▪ Ostinato (repeated pattern)▪ Anacrusis
<p><u>PITCH</u></p> <ul style="list-style-type: none">▪ Melody▪ Harmony▪ Tonality (key signature)▪ Modulation (change of key)▪ Register - range in pitch (low/high)▪ Movement▪ Phrases (musical sentence)▪ Scales eg. Blues notes	<p><u>TONE COLOUR</u></p> <ul style="list-style-type: none">▪ Instrumentation▪ Instrument family eg. Woodwind, strings▪ Combinations of instruments▪ Sound source eg. Acoustic, electric▪ Effects to manipulate tone colour eg. Distortion, mute▪ Descriptive words – mellow, harsh, brassy
<p><u>TEXTURE</u></p> <ul style="list-style-type: none">▪ Layers of sound▪ Roles of instruments▪ Interaction with other instruments eg. countermelodies▪ Thick/full/thin/sparse▪ Monophonic – single melody▪ Homophonic – melody with accompaniment▪ Polyphonic – two or more melodies	<p><u>DYNAMICS AND EXPRESSIVE TECHNIQUES</u></p> <ul style="list-style-type: none">▪ Range of dynamics eg. Crescendo, decrescendo▪ Ornamentation eg. Slides, bends, trills▪ Articulations eg. Accents, staccato, legato, pizzicato▪ Tempo markings

Year 9 Music - Assessment Task 2

PART A – Listening 15%

RESEARCH

Name of Musician/Band: _____

Background Information/Bio:

Musical Characteristics of Style:

Interesting Facts:

Part B – 15%

AURAL ANALYSIS

Student Name: _____

Artist/Band: _____

Song Title: _____

STRUCTURE

PITCH

DURATION

TONE COLOUR

TEXTURE

DYNAMICS & EXPRESSIVE TECHNIQUES
