



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Stage 5 Music
<b>Topic</b>	Classic Hits
<b>Class Teacher</b>	Deanne Prusiak
<b>Head Teacher</b>	Pauline Frost
<b>Year</b>	10
<b>Date Given</b>	Week 8, Term 1
<b>Date Due</b>	Week 10, Term 1
<b>Weighting</b>	30%

### **Assessment Outline**

#### **Musicology Research– 10%**

Research famous composer Ludwig van Beethoven. Provide a brief overview of his life and achievements. (1/2 page)

List the main characteristics of Classical Music in detail with reference to the concepts of music. (1/2 page)

#### **Listening – 20%**

Analyse the score and music of the classical song 'Für Elise' (Beethoven) and complete the questions provided by your teacher.

### **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

**5.7** 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

**5.9** demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study

**5.11** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform

**5.12** demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

### Marking Rubric: Listening

<b>Range</b>	<b>A Student in this range:</b>
25-30	<ul style="list-style-type: none"><li>● Research has a clear and consistent musicological focus</li><li>● Demonstrates a highly developed understanding of stylistic characteristics of Classical Music</li><li>● Demonstrates high level aural awareness and understanding of musical concepts and their relationship to the chosen genre</li><li>● Displays evidence of focused listening and a significant number of well supported observations in a suitably structured response</li></ul>
19-24	<ul style="list-style-type: none"><li>● Research has a musicological focus</li><li>● Demonstrates developed understanding of stylistic characteristics appropriate of Classical Music</li><li>● Displays evidence of careful listening and musical awareness providing a number of well supported observations</li><li>● Some inaccuracies in the observations may be evident</li></ul>
13-18	<ul style="list-style-type: none"><li>● Research has a musicological focus but may be inconsistent</li><li>● Demonstrates a sound understanding of stylistic characteristics appropriate to Classical Music<ul style="list-style-type: none"><li>● May include observations that do not necessarily relate to the excerpt<ul style="list-style-type: none"><li>● May make several inaccurate observations</li></ul></li></ul></li></ul>
7-12	<ul style="list-style-type: none"><li>● Research illustrates an attempt to provide a musicological focus</li><li>● Demonstrates a basic understanding of stylistic characteristics appropriate to Classical Music</li><li>● Often provides irrelevant information and may be quite inaccurate in describing musical events</li><li>● May make contradictory statements and demonstrate lack of focused listening</li></ul>
1-6	<ul style="list-style-type: none"><li>● Research lacks a musicological focus</li><li>● Demonstrates a limited understanding of stylistic characteristics appropriate to Classical Music</li></ul>

- Uses little or incorrect terminology and/or descriptions of musical events and includes irrelevant information
- Makes observations that are inaccurate and superficial with no evidence of focused listening

## CONCEPTS OF MUSIC

<p><b><u>STRUCTURE</u></b></p> <ul style="list-style-type: none"> <li>▪ Organising sections of music</li> <li>▪ Intro/verse/chorus/bridge/coda</li> <li>▪ Repetition - Riffs/ostinatos</li> <li>▪ Contrasts</li> <li>▪ Themes/Variation</li> <li>▪ Strophic (AAA etc)</li> <li>▪ Binary (AB)</li> <li>▪ Ternary (ABA)</li> <li>▪ Rondo (ABACA..)</li> <li>▪ Sonata Form</li> </ul>	<p><b><u>DURATION</u></b></p> <ul style="list-style-type: none"> <li>▪ ___Time Signature</li> <li>▪ ___Rhythms</li> <li>▪ ___Beat</li> <li>▪ ___Tempo (speed)</li> <li>▪ ___Metre (grouping of notes)</li> <li>▪ ___Accents</li> <li>▪ ___Syncopation</li> <li>▪ ___Ostinato (repeated pattern)</li> <li>▪ ___Anacrusis</li> </ul>
<p><b><u>PITCH</u></b></p> <ul style="list-style-type: none"> <li>▪ Melody</li> <li>▪ Harmony</li> <li>▪ Tonality (key signature)</li> <li>▪ Modulation (change of key)</li> <li>▪ Register - range in pitch (low/high)</li> <li>▪ Movement</li> <li>▪ Phrases (musical sentence)</li> <li>▪ Scales eg. Blues notes</li> </ul>	<p><b><u>TONE COLOUR</u></b></p> <ul style="list-style-type: none"> <li>▪ Instrumentation</li> <li>▪ Instrument family eg. Woodwind, strings</li> <li>▪ Combinations of instruments</li> <li>▪ Sound source eg. Acoustic, electric</li> <li>▪ Effects to manipulate tone colour eg. Distortion, mute</li> <li>▪ Descriptive words – mellow, harsh, brassy</li> </ul>

<p><b><u>TEXTURE</u></b></p> <ul style="list-style-type: none"> <li>▪ Layers of sound</li> <li>▪ Roles of instruments</li> <li>▪ Interaction with other instruments eg. countermelodies</li> <li>▪ Thick/full/thin/sparse</li> <li>▪ Monophonic – single melody</li> <li>▪ Homophonic – melody with accompaniment</li> <li>▪ Polyphonic – two or more melodies</li> </ul>	<p><b><u>EXPRESSIVE TECHNIQUES</u></b></p> <ul style="list-style-type: none"> <li>▪ Range of dynamics eg. Crescendo, decrescendo</li> <li>▪ Ornamentation eg. Slides, bends, trills</li> <li>▪ Articulations eg. Accents, staccato, legato, pizzicato</li> <li>▪ Tempo markings</li> </ul>
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## Year 10 Music - Assessment Task 1

### MUSICOLOGY - 10%

Ludwig van Beethoven - Background Information/Overview of Life Achievement

Characteristics of Classical Music:


**Listening – 20%**

**‘Für Elise’ (Beethoven)**

1. What is the key of the music? \_\_\_\_\_ Give two reasons for your answer.

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2. How would you describe the time signature? \_\_\_\_\_

What does it mean?

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3. What is the form of the music? \_\_\_\_\_ Use letters and bar numbers to indicate the various sections.

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4. What is the mood of Section A? \_\_\_\_\_

Comment on how the composer has manipulated the music concepts to create this mood.

Rhythm: \_\_\_\_\_

Dynamics: \_\_\_\_\_

Pitch: \_\_\_\_\_

5. Which of the following is used for the accompaniment to the A section melody?

- (a) pedal note      (b) chords      (c) arpeggio figures

6. In which three bars do you see sequences in the right hand melody?

\_\_\_\_\_

7. What is the mood of Section B? \_\_\_\_\_

Comment on how the composer has manipulated the music concepts to create this mood.

Tonality: \_\_\_\_\_

Texture: \_\_\_\_\_

Rhythm: \_\_\_\_\_

Dynamics/Expressive Techniques: \_\_\_\_\_

\_\_\_\_\_

8. In which bars do you see the following ornamentation?

- (a) grace notes \_\_\_\_\_ (b) a turn \_\_\_\_\_

9. What chord is formed by the notes of the left hand figure of bar 45?

\_\_\_\_\_

What name is given to this kind of figure? \_\_\_\_\_

Is this chord major or minor? \_\_\_\_\_

10. What is the mood of Section C? \_\_\_\_\_

Comment on how the composer has manipulated the music concepts to create this mood.

Tonality: \_\_\_\_\_

Pitch: \_\_\_\_\_

Rhythm: \_\_\_\_\_

Dynamics: \_\_\_\_\_

11. What is the meaning of the Italian word *mancando* in bar 124?

\_\_\_\_\_

