



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Music
Topic	Film Music
Class Teacher	D.Prusiak
Head Teacher	S. Atchison
Year	10
Date Given	Week 5, Term 3
Date Due	Week 8, Term 3 - 2/9/21 in class, period 6
Weighting	30%

Assessment Outline

Students are to compose a motif or theme for two different characters of their creation. These themes must be written for melody and accompaniment on Sibelius, Finale or any notation program of their choosing. These themes should have:

1. A minimum of two and maximum of five instruments.
2. Each theme should feature a different combination of instruments.
3. The themes should be 8-16 bars in length each and must differ considerably from each other.
4. At least two different scales must be used from the four learnt (Eg. major, minor, pentatonic, blues).

Students must hand in a hardcopy of the themes along with an exported audio file. Students can record themselves playing the theme although this isn't necessary.

Accompanying the composition students should provide a brief one page document on why they made certain musical decisions for the certain characters. This isn't meant to be a description of the character. It is how the music describes the character.

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

5.4 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

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

Range	A Student in this range:
17-20	<ul style="list-style-type: none"> ● Composes works that successfully and coherently represent two different character themes, demonstrating insightful and accomplished understanding of style, the concepts of music, and the relationships between the concepts ● Demonstrates comprehensive knowledge and understanding of score conventions and performance directions appropriate to the chosen topic ● Demonstrates high level skills in organising ideas into musical structures ● Can sophisticatedly and coherently explain musical decisions and choices in rationale
13-16	<ul style="list-style-type: none"> ● Composes a work that successfully and coherently represents two different character themes, demonstrating a thorough understanding of the style, the concepts of music, and the relationships between the concepts ● Demonstrates a detailed knowledge and understanding of score conventions and performance directions appropriate to the chosen topic ● Demonstrates proficient skills in organising ideas into musical structures ● Can logically explain musical decisions and choices in rationale
9-12	<ul style="list-style-type: none"> ● Composes a work that represents two different character themes, demonstrating an understanding of the style, the concepts of music, and the relationships between the concepts ● Demonstrates knowledge and understanding of score conventions and provides clear performance directions appropriate to the chosen topic ● Demonstrates skills in organising ideas into musical structures ● Can roughly explain musical decisions and choices in rationale
5-8	<ul style="list-style-type: none"> ● Composes a work that is a basic representation of the two different character themes, demonstrating some understanding of the style, the concepts of music, and the relationships between the concepts ● Demonstrates basic knowledge and understanding of score conventions and provides limited performance directions appropriate to the chosen topic ● Demonstrates basic skills in organising ideas into musical structures ● Can explain some musical decisions and choices in rationale
1-4	<ul style="list-style-type: none"> ● Composes a work that is a limited representation of the two different character themes, demonstrating little understanding of the style, the concepts of music, and the relationships between the concepts ● Demonstrates limited knowledge and understanding of score conventions and provides few performance directions appropriate to the chosen topic ● Demonstrates limited skills in organising ideas into coherent musical structures ● Student explains little or none of the musical decisions and choices in rationale