



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Music 1
Topic	Composition
Class Teacher	Brian Irvine
Head Teacher	Pauline Frost
Year	Year 11
Date Given	08/03/2021
Date Due	26/03/2021
Weighting	25%

Assessment Outline

Task 1 - Composition /30

You are required to compose a 32 bar melody with a simple bass line and chord structure. Your melody should represent a 16 bar verse and 16 bar chorus. To be successful at this task, at a minimum level, you will use notes (pitch) from the given chords and pattern to compose with. More marks will be awarded for creative rhythmic and melodic patterns. These might use passing notes or create harmonic interest. You will be able to use your class notes to assist you with this task. This can be composed in the key of your choosing. An understanding of the music concepts should be conveyed in your score

You will need to use music notation software, Finale, to assist you with this task. You can select piano staves or other treble or bass instruments in your composition. Your composition should display a title and your name.

Finally you must record your composition in MP3 Format or similar. Finale will help you to do this. Save your score as a PDF document and insert your MP3 into that document. You must also keep a diary of your piece demonstrating your understanding of the music concepts.

Use the following Chord Structure:

Verse				Chorus			
I	IV	I	V	I	VI	IV	V
I	IV	V	I	I	VI	IV	V
I	IV	I	V	I	VI	IV	V
I	IIIm	V	I	I	IIIm	V	I

Task 2 – Performance /10

Perform a piece of music in any style on any instrument or voice. Your piece should demonstrate your understanding of the music concepts. The maximum duration for this piece is 5 minutes.

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

P2 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.

P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensemble.

P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts.

P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations.

P9 identifies, recognises, experiments with, and discusses the use of technology in music.

Marking Rubric:

Range	A Student in this range:
17-20	<ul style="list-style-type: none">• Demonstrates highly developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire• Demonstrates perceptive stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques• Performs with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style• Demonstrates a highly developed understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance
13-16	<ul style="list-style-type: none">• Demonstrates developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire• Demonstrates stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques• Performs with a sense of personal expression, demonstrated by the use of expressive techniques and sensitivity to the chosen style• Demonstrates a developed understanding of solo/ensemble techniques including the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance
9-12	<ul style="list-style-type: none">• Demonstrates competent technical skills. Some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation• Demonstrates a sense of stylistic understanding through performance of the chosen repertoire. The articulation and/or dynamics and/or expressive techniques may not be consistently appropriate to the chosen style• Performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style• Demonstrates a competent, although not consistent, understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance
5-8	<ul style="list-style-type: none">• Demonstrates some basic technical skill, although there are frequent inconsistencies in technical fluency, technical facility, and intonation• Demonstrates a basic stylistic understanding. Articulation and/or dynamics and/or 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 in the ensemble or with the accompanist
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

Range	A Student in this range:
17-20	<ul style="list-style-type: none"> • Analysis has a clear and consistent musicological focus • Demonstrates a perceptive understanding of the chosen pieces • Demonstrates high level aural awareness and understanding of musical concepts and their relationship to the chosen pieces • Supports the analysis with relevant musical examples from the scores
13-16	<ul style="list-style-type: none"> • Analysis has a musicological focus • Demonstrates a detailed understanding of the chosen topic • Demonstrates thorough aural awareness and understanding of musical concepts and their relationship to the chosen topic • Supports the analysis with relevant musical examples from the scores
9-12	<ul style="list-style-type: none"> • Analysis has a musicological focus but may be inconsistent • Demonstrates a generally sound understanding of the chosen pieces although there may be some inaccuracies • Demonstrates some aural awareness and ability to discuss the use of musical concepts of the chosen pieces • Presents relevant musical examples from the scores
5-8	<ul style="list-style-type: none"> • Makes an attempt to provide a musicological focus in the analysis • Demonstrates basic understanding of the chosen pieces • Demonstrates basic aural awareness and skill in discussing the musical concepts • Presents some musical examples from the scores
1-4	<ul style="list-style-type: none"> • Analysis lacks a musicological focus • Demonstrates limited understanding of the chosen pieces • Demonstrates limited aural awareness and skill in analysing the musical concepts in the repertoire studied • Uses irrelevant or inappropriate musical examples from the scores

Range	A Student in this range:
17-20	<ul style="list-style-type: none"> • 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 • Demonstrates comprehensive knowledge and understanding of score conventions and performance directions appropriate to the topic • Demonstrates high level skills in organising ideas into musical structures
13-16	<ul style="list-style-type: none"> • 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 • Demonstrates a detailed knowledge and understanding of score conventions and performance directions appropriate to the topic • Demonstrates proficient skills in organising ideas into musical structures
9-12	<ul style="list-style-type: none"> • Composes a work that represents the topic, 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 topic • Demonstrates some skills in organising ideas into musical structures
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, 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 topic • Demonstrates basic skills in organising ideas into musical structures
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, and the relationships between the concepts • Demonstrates limited knowledge and understanding of score conventions and provides few performance directions appropriate to the topic • Demonstrates limited skills in organising ideas into coherent musical structures