



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Music 2
<b>Topic</b>	Composition
<b>Class Teacher</b>	Brian Irvine
<b>Head Teacher</b>	Pauline Frost
<b>Year</b>	Year 11
<b>Date Given</b>	08/03/2021
<b>Date Due</b>	26/03/2021
<b>Weighting</b>	40%

### Assessment Outline

#### **Task 1 - Composition /30**

You are required to compose a 64 bar piece of music for classical instrumentation eg. String Quartet. Draw from your learning about the Classical Period. Create a theme or short melody and develop this in your piece. Apply as many of the music concepts to this piece of music as you can.

You will need to use tradition music notation conventions. You may use Finale or other composition tools, to assist you with this task. Your composition should display a title and your name.

Finally, you must record your composition in Mp3 Format (.mp3). Finale will help you to do this. Convert your written document to a PDF and insert your sound file for submission.

As you work through the composition you will need to keep a process diary. This diary must contain information about your ideas and how you have formulated your composition. You will need to demonstrate how you have used the music concepts throughout.

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

Range	A Student in this range:
17-20	<ul style="list-style-type: none"><li>• 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</li><li>• Demonstrates comprehensive knowledge and understanding of score conventions and performance directions appropriate to the topic</li><li>• Demonstrates high level skills in organising ideas into musical structures</li></ul>
13-16	<ul style="list-style-type: none"><li>• 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</li><li>• Demonstrates a detailed knowledge and understanding of score conventions and performance directions appropriate to the topic</li><li>• Demonstrates proficient skills in organising ideas into musical structures</li></ul>
9-12	<ul style="list-style-type: none"><li>• Composes a work that represents the topic, demonstrating an understanding of the style, the concepts of music, and the relationships between the concepts</li><li>• Demonstrates knowledge and understanding of score conventions and provides clear performance directions appropriate to the topic</li><li>• Demonstrates some skills in organising ideas into musical structures</li></ul>
5-8	<ul style="list-style-type: none"><li>• 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</li><li>• Demonstrates basic knowledge and understanding of score conventions and provides limited performance directions appropriate to the topic</li><li>• Demonstrates basic skills in organising ideas into musical structures</li></ul>
1-4	<ul style="list-style-type: none"><li>• 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</li><li>• Demonstrates limited knowledge and understanding of score conventions and provides few performance directions appropriate to the topic</li><li>• Demonstrates limited skills in organising ideas into coherent musical structures</li></ul>

Range	A Student in this range:
17-20	<ul style="list-style-type: none"> <li>• Demonstrates highly developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</li> <li>• Demonstrates perceptive stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques</li> <li>• Performs with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style</li> <li>• 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</li> </ul>
13-16	<ul style="list-style-type: none"> <li>• Demonstrates developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire</li> <li>• Demonstrates stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques</li> <li>• Performs with a sense of personal expression, demonstrated by the use of expressive techniques and sensitivity to the chosen style</li> <li>• Demonstrates a developed understanding of solo/ensemble techniques including the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Demonstrates competent technical skills. Some problems in maintaining technical fluency and technical facility are evident as are inconsistencies in intonation</li> <li>• 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</li> <li>• Performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style</li> <li>• 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</li> </ul>
5-8	<ul style="list-style-type: none"> <li>• Demonstrates some basic technical skill, although there are frequent inconsistencies in technical fluency, technical facility, and intonation</li> <li>• Demonstrates a basic stylistic understanding. Articulation and/or dynamics and/or expressive techniques are not consistently appropriate to the chosen style</li> <li>• Performs the chosen repertoire with little sense of musical expression</li> <li>• 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</li> </ul>
1-4	<ul style="list-style-type: none"> <li>• Demonstrates very limited technical skills</li> <li>• Demonstrates little evidence of stylistic understanding of the chosen style</li> <li>• Performs the chosen repertoire with little or no sense of musical expression</li> <li>• Demonstrates little or no awareness of the performer's role as a soloist/ensemble member</li> </ul>