



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Music 2
Topic	Composition
Class Teacher	Deanne Prusiak
Head Teacher	Pauline Frost
Year	Year 12
Date Given	3.6.21
Date Due	18.6.21
Weighting	20%

Assessment Outline

Composition Length – 2 minutes maximum

Composition Task – weighting 20%

Task 1: Composition No mark will be given for the composition, but it will be critiqued to assist with the final product that will be handed in to NESAs.

Submit one **original** composition. This must represent the mandatory topic: **Music of the Last 25 Years (Australian Focus)**.

You will need to use traditional 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 CD Format (.wav). Finale will help you to do this. Convert your written document to a PDF and insert your sound file for submission.

Task 2 - Process Diary /20

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 should show all working even if you have decided not to pursue an idea. You will need to demonstrate how you have used the music concepts throughout.

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.

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, which is displayed in the diary • 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, which is displayed in the diary • 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, which is displayed in the diary • 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, which is displayed in the diary • 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, which is displayed in the diary • 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

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.

Title:

Composer:

Performing artist:

Topic/ genre:

Reference recording:

Complete the following table according to the listening examples you have chosen.

Why do I like this piece?	
What techniques does the composer use?	
What are some features of this style?	
General comments	

Analysis

Task:

Title:

Analyse your composition so far according to the following areas:

Structure	
Pitch/ harmony	
Duration/ rhythm	
Tone colour	
Texture	
Dynamics and expressive techniques	
Unity and contrast	
What do I need to concentrate on?	

Title:

Date:

After you have rehearsed your composition with fellow peers or musicians, reflect on the process by answering the following questions:

What did I learn from the process?		
What did I do in the composition rehearsal? Refer to the concepts of music in your response.		
Working with others. Was it efficient?		

