



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Stage 5 Music
<b>Topic</b>	Music of a Culture
<b>Class Teacher</b>	Michelle Redman
<b>Head Teacher</b>	Pauline Frost
<b>Year</b>	Year 9
<b>Date Given</b>	Week 4, Term 1
<b>Date Due</b>	Week 10, Term 1
<b>Weighting</b>	30%

### Assessment Outline

#### Composition – 30%

Compose 16 bars of a polyrhythmic composition for five percussion instruments. Notate your composition using a computer software program eg. Finale. You will need to present a printed copy of the score.

You should aim to demonstrate:

- your understanding of music styles studied (African Music)
- interesting rhythmic ideas eg. Polyrhythms, syncopation, accents etc.
- knowledge of traditional music notation

#### 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

## Marking Rubric: Composition

Range	A student in this range:
17-20	<ul style="list-style-type: none"><li>• Composes a work that successfully represents the topic, demonstrating highly developed understanding of style and the concepts of music</li><li>• Demonstrates comprehensive knowledge and understanding of traditional notation and score conventions</li><li>• Demonstrates high level skills in organising ideas into musical structures</li><li>• Incorporates highly developed and complex rhythmic ideas</li></ul>
13-16	<ul style="list-style-type: none"><li>• Composes a work that successfully represents the topic, demonstrating a thorough understanding of the style and the concepts of music</li><li>• Demonstrates a detailed knowledge and understanding of traditional notation and score conventions</li><li>• Demonstrates proficient skills in organising ideas into musical structures</li><li>• Incorporates developed rhythmic ideas</li></ul>
9-12	<ul style="list-style-type: none"><li>• Composes a work that represents the topic, demonstrating an understanding of the style and the concepts of music</li><li>• Demonstrates knowledge and understanding of score conventions</li><li>• Demonstrates some skills in organising ideas into musical structures</li><li>• Attempts to incorporate some interesting rhythmic ideas</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 and the concepts of music</li><li>• Demonstrates basic knowledge and understanding of traditional notation and score conventions</li><li>• Demonstrates basic skills in organising ideas into musical structures</li><li>• Basic rhythmic ideas presented</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</li><li>• Demonstrates limited knowledge and understanding of traditional notation and score conventions</li><li>• Demonstrates limited skills in organising ideas into coherent musical structures</li><li>• Lacks interesting rhythmic ideas</li></ul>