



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Stage 5 Music
<b>Topic</b>	Pioneers of Rock
<b>Class Teacher</b>	Michelle Redman
<b>Head Teacher</b>	S. Atchison
<b>Year</b>	9
<b>Date Given</b>	Week 3, Term 3
<b>Date Due</b>	Week 8, Term 3
<b>Weighting</b>	30%

### Assessment Outline

#### Musicology Research– 10% (1page)

Research a Rock Pioneer of your choice. You may choose a musician we have studied in class or a different artist of your choice.

- Provide a brief overview of the musician's life, career/achievements and any interesting facts (1/2 page)
- List the main characteristics of your rock pioneer's style/genre in detail with reference to the concepts of music (1/2 page).

#### Listening – 20%

Write a detailed analysis of one aural excerpt by the musician of your choice with reference to all six music concepts (It can be an excerpt that we have studied in class).

#### 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

**5.7** demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts

**5.8** demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study

**5.9** demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study

**5.11** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform

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

## Marking Rubric: Listening

Range	A Student in this range:
25-30	<ul style="list-style-type: none"><li>• Demonstrates a highly developed understanding of stylistic characteristics appropriate to chosen genre</li><li>• Displays evidence of focused listening and a significant number of well supported observations in a suitably structured response</li><li>• May include a variety of formats – eg. diagrams or notation to aid explanation</li></ul>
19-24	<ul style="list-style-type: none"><li>• Demonstrates developed understanding of stylistic characteristics appropriate to chosen genre</li><li>• Displays evidence of careful listening and musical awareness providing a number of well supported observations</li><li>• Some inaccuracies in the observations may be evident</li></ul>
13-18	<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of stylistic characteristics appropriate to chosen genre</li><li>• May include observations that do not necessarily relate to the excerpt</li><li>• May make several inaccurate observations</li></ul>
7-12	<ul style="list-style-type: none"><li>• Demonstrates a basic understanding of stylistic characteristics appropriate to chosen genre</li><li>• Often provides irrelevant information and may be quite inaccurate in describing musical events</li><li>• May make contradictory statements and demonstrate lack of focused listening</li></ul>
1-6	<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of stylistic characteristics appropriate to chosen genre</li><li>• Uses little or incorrect terminology and/or descriptions of musical events and includes irrelevant information</li><li>• Makes observations that are inaccurate and superficial with no evidence of focused listening</li></ul>

## CONCEPTS OF MUSIC

<p style="text-align: center;"><b><u>PITCH</u></b></p> <ul style="list-style-type: none"><li>• Melody</li><li>• Harmony</li><li>• Tonality (key signature)</li><li>• Modulation</li><li>• Range</li><li>• Movement</li><li>• Phrases (musical sentence)</li><li>• Scales eg. Blues notes</li></ul>	<p style="text-align: center;"><b><u>DURATION</u></b></p> <ul style="list-style-type: none"><li>• Time Signature</li><li>• Rhythms</li><li>• Beat</li><li>• Tempo</li><li>• Metre</li><li>• Accents</li><li>• Syncopation</li><li>• Anacrusis</li><li>• Ostinato</li></ul>
<p style="text-align: center;"><b><u>TEXTURE</u></b></p> <ul style="list-style-type: none"><li>• Layers of sound – homophonic, polyphonic etc</li><li>• Roles of instruments</li><li>• Interaction with other instruments</li><li>• Thick/full/thin/sparse</li></ul>	<p style="text-align: center;"><b><u>TONE COLOUR</u></b></p> <ul style="list-style-type: none"><li>• Instrumentation</li><li>• Layers of sound</li><li>• Roles of instruments</li><li>• Combinations of instruments</li><li>• Sound sources eg. Acoustic, electric</li><li>• Techniques to manipulate tone colour eg. Distortion</li></ul>
<p style="text-align: center;"><b><u>STRUCTURE</u></b></p> <ul style="list-style-type: none"><li>• Organising sections of music</li><li>• Introduction/verse/chorus/bridge/coda</li><li>• Repetition</li><li>• Phrases</li><li>• Themes</li><li>• Variation</li></ul>	<p style="text-align: center;"><b><u>EXPRESSIVE TECHNIQUES</u></b></p> <ul style="list-style-type: none"><li>• Range of dynamics eg. Crescendo, decrescendo</li><li>• Ornamentation eg. Slides, bends, trills</li><li>• Articulations eg. Accents</li><li>• Tempo markings</li></ul>



## **TASK B - Listening**

### **STRUCTURE**

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### **DURATION**

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### **PITCH**

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### **TONE COLOUR**

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### **TEXTURE**

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### **EXPRESSIVE TECHNIQUES**

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