



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Music 1
Topic	Composition, Performance, Aural Analysis
Class Teacher	Deanne Prusiak
Head Teacher	Shea Atchison
Year	Year 11
Date Given	1/3/2022
Date Due	23/3/2022
Weighting	40%

Assessment Outline

This task has TWO parts.

Part 1 - Composition 25%

Compose:

A piece in a jazz style using a 12 bar blues chord progression as its basis. The piece must be at least 24 bars in length and should be written for at least 2 instruments. At a minimum, use the notes in each chord as the basis for each bar. Include the 6 concepts of music in your composition.

The chords are as follows:

I | | | |
IV IV | | |
V IV | | |

The chord progression must be repeated to create a 24 bar composition.

Aural Analysis 5%

Analyse your composition using the 6 Concepts of Music in a table.

Part 2 – Performance 10%

Perform one piece that displays your skills as a musician. Time limit: 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.

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

Performance - Assessment criteria

Candidates will be assessed on their musical effectiveness through:

- Demonstration of technical skills
- Stylistic interpretation of the chosen repertoire
- Sense of musical expression and sensitivity to the chosen repertoire
- Demonstration of solo and/or ensemble techniques *Outcomes assessed: P1, P2, P7*

Performance – Marking Rubric

Criteria	Marks
<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 	17–20
<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 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 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 	9–12
<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 	5–8

Criteria	Marks
communication and balance in the ensemble or with the accompanist	
<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 	1–4

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.

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.

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