



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Music 2
Topic	Composition
Class Teacher	Deanne Prusiak
Head Teacher	Shea Atchison
Year	Year 11
Date Given	22/2/22
Date Due	24/3/22
Weighting	30%

Assessment Outline

Task Description: Composition 32 bars in length, Composition Diary, and Analysis of 1 Baroque work

Task 1: Composition 15%

You are required to compose a 32 bar piece of music for classical instrumentation. 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 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.

Submit your composition as a finale file.

Diary: 10%

You will be required to present a portfolio for marking. This is like a diary and you will need to provide evidence about the processes you applied to create your composition. You should show all working even if you have decided not to pursue an idea. Please provide the date of each entry in an A4 book.

Task 2: Aural Analysis 5%

Using a table, analyse one work from the Baroque Period that has been studied in class. You must base the table on the **6 Concepts of Music** as well as an **extra column for Compositional Techniques**.

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 in 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: Composition

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

Marking Rubric: Analysis

Range	A Student in this range:
17-20	<ul style="list-style-type: none"> ● accurately identifies the instruments and their roles ● accurately describes musical events in order with detailed reference to the concepts of music ● correctly identifies musical terms and devices ● clearly identifies different sections, referencing the score with correct use of terminology ● accurately identifies Baroque Period musical characteristics ● shows evidence of an accurate understanding of time signatures and keys
13-16	<ul style="list-style-type: none"> ● identifies the instruments and their roles ● describes musical events in order with reference to the concepts of music ● identifies musical terms and devices ● identifies different sections, referencing the score with the use of terminology ● identifies Baroque Period musical characteristics ● shows evidence of an understanding of time signatures and keys
9-12	<ul style="list-style-type: none"> ● identifies the instruments and their roles, with some inconsistencies ● describes musical events with some reference to the concepts of music ● identifies musical terms and devices, with some inconsistencies ● identifies different sections, referencing the score with some use of terminology ● identifies some Baroque Period musical characteristics, with some inconsistencies ● shows evidence of an understanding of time signatures and keys, with some inconsistencies
5-8	<ul style="list-style-type: none"> ● makes an attempt to identify the instruments and their roles, with some inconsistencies ● makes an attempt to describe musical events with some reference to the concepts of music ● makes an attempt to identify musical terms and devices, with some inconsistencies ● makes an attempt to identify different sections, referencing the score with some use of terminology ● makes an attempt to identify some Baroque musical characteristics, with some inconsistencies ● makes an attempt to show evidence of an understanding of time signatures and keys, with some inconsistencies
1-4	<ul style="list-style-type: none"> ● uses irrelevant or inappropriate musical examples ● demonstrates limited aural awareness ● is not able to identify instruments and their roles ● shows limited understanding of musical terms and devices, terminology, Baroque characteristics ● show limited understanding of pitch and rhythm, time signatures and keys