Composition assessment task

# Stage 5

**Subject:** Year 9/10 Music

**Unit of work:** Australian Music

**Issue date:**

**Due date:**

**Outcomes:**

**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

**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

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

**Equipment:**

Musical instruments or DAW, manuscript or notation program as needed.

**Task:**

This task is in two parts. For each part you will be allocated a mark out of 20.

# Part one - composition

For this assessment task you are required to compose a song either individually or in small groups. Your piece must be based on one of the composition tasks attempted in the classroom for the Australian Music topic reflecting one of the subgenres below.

* Popular music
* Children’s music
* Musical theatre
* Music for television
* Opera
* Art music
* Rock music.

You must start with the initial composition you completed in class for the topic however, it may be adapted, extended or altered to meet the task requirements below. To complete the task, you must address the dot points blow.

* Your composition must be between two to three minutes in length. You may need to include multiple short compositions in some topics to meet this requirement. Please see your teacher to advise.
* appropriate choice of instrumentation and roles. This may include electronic performing media such as DAWS.
* an appropriate structure to your piece which must include contrasting sections.
* demonstrate the manipulation and development of the concepts of music to create a musically successful composition.
* demonstrate an understanding of the selected style.

You must either perform your composition in class which will be recorded by the teacher or record it yourself and hand it in for submission. Please note the performance itself is not being marked, but the performance quality can have an effect on the how the composition is communicated. Notation of your composition is not required for assessment, however, notation in some form should take place as part of the composition process.

Each student will be assessed on their ability to:

* compose a piece of music that is suitably structured and contains contrasting sections
* compose idiomatically for selected instruments
* manipulate and develop the concepts of music to create a musically successful composition
* successfully implement musical and stylistic characteristics of the genre into their work

**Composition marking guidelines**

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| --- | --- |
| Marking criteria | Marks |
| The student:* composes a developed piece of music that is suitably structured and contains contrasting sections
* successfully composes for selected instruments demonstrating strong idiomatic writing
* demonstrates a strong ability to manipulate and develop the concepts of music to create a musically successful composition
* successfully implements developed musical and stylistic characteristics of the genre into their work
 | A17-20 |
| * composes a piece of music that is competently structured and contains contrasting sections
* successfully composes for selected instruments demonstrating competency in idiomatic writing
* demonstrates competency in the ability to manipulate and develop the concepts of music to create a mostly musically successful composition
* successfully implements musical and stylistic characteristics of the genre into their work
 | B13-16 |
| * composes a piece of music that attempts to implement a suitable structure and contains contrasting sections
* composes for selected instruments demonstrating an attempt in idiomatic writing
* attempts to manipulate and develop the concepts of music to create a musically successful composition
* demonstrates an attempt to implement musical and stylistic characteristics of the genre into their work
 | C9-12 |
| * composes a piece of music that demonstrates a basic awareness of structure and may or may not include contrasting sections
* composes for selected instruments with little sense of idiomatic writing
* demonstrates a basic ability to manipulate and develop the concepts of music to create a composition
* demonstrates a basic ability to implement musical and stylistic characteristics of the genre into their work or this may not be done successfully
 | D5-8 |
| * composes a piece of music that demonstrates a limited awareness of structure and may or may not contain contrasting sections
* composes for selected instruments with little to no awareness of idiomatic writing
* demonstrates very limited ability to manipulate and develop the concepts of music to create a composition
* demonstrates very limited ability to implement musical and stylistic characteristics of the genre into their work
 | E1-4 |

# Part two - composition reflection

You are to submit a composition reflection that documents your composition process. You may choose to present this in one of the following ways which utilises technology:

* a power point or slideshow
* a video
* a podcast.

Your reflection must contain:

* step-by-step guide of your compositional process including reflections on this process. This should include first ideas including instrumentation and roles of each instrument
* listening observations and inspiration you took from the original lesson stimulus
* a reflection as to how you manipulated and developed the concepts of music in your composition
* a reflection as to how your piece reflects the style of music you have chosen to write in including musical characteristics contained within your piece which are reflective of the style.

Each student will be assessed on their ability to:

* detail the compositional process providing an account of the experimentation, development and resolution of ideas
* demonstrate background listening skills including how their piece has been derived from the original lesson stimulus.
* reflect on how they have manipulated and developed the concepts of music to create a musically successful composition.
* identify stylistic elements and how they reflect the musical characteristics of their chosen genre.

**Composition reflection marking guidelines**

|  |  |
| --- | --- |
| Marking criteria | Marks |
| The student:* presents a detailed account of the compositional process including the experimentation, development and resolution of ideas
* demonstrates detailed listening skills including how the piece is derived from the original lesson stimulus
* presents a detailed reflection as to how the concepts of music have been manipulated and developed to create a musically successful composition.
* presents a detailed account of how the musical characteristics of the chosen genre are reflected in their composition through stylistic features.
 | A17-20 |
| * presents a strong account of the compositional process including the experimentation, development and resolution of ideas
* demonstrates strong listening skills including how the piece is derived from the original lesson stimulus
* presents a strong reflection as to how the concepts of music have been manipulated and developed to create a musically successful composition.
* presents a strong account of how the musical characteristics of the chosen genre are reflected in their composition through stylistic features.
 | B13-16 |
| * presents an account of the compositional process including the experimentation, development and resolution of ideas
* demonstrates listening skills including how the piece is derived from the original lesson stimulus
* presents a reflection as to how the concepts of music have been manipulated and developed to create a musically successful composition.
* presents an account of how the musical characteristics of the chosen genre are reflected in their composition through stylistic features.
 | C9-12 |
| * presents a basic account of the compositional process including the experimentation, development and resolution of ideas
* demonstrates basic listening skills including how the piece is derived from the original lesson stimulus
* presents a basic reflection as to how the concepts of music have been manipulated and developed to create a musically successful composition.
* presents a basic account of how the musical characteristics of the chosen genre are reflected in their composition through stylistic features.
 | D5-8 |
| * presents a limited or incomplete account of the compositional process including the experimentation, development and resolution of ideas
* demonstrates limited listening skills including how the piece is derived from the original lesson stimulus
* presents an incomplete or inconsistent reflection as to how the concepts of music have been manipulated and developed to create a musically successful composition.
* presents a limited or incomplete account of how the musical characteristics of the chosen genre are reflected in their composition through stylistic features.
 | E1-4 |