



Coonabarabran High School

ASSESSMENT NOTIFICATION

Subject:	Year 9/10 Music
Teacher:	Mrs Rossler/Miss Lewis
Topic:	Assessment Task 2: Performance, Composition and Reflection – AUSTRALIAN MUSIC
Weighting:	25% (Performance 15%: Composition and Reflection 10%)
Due Date:	Performance: Monday 30/08/2021 (Term 3 Week 8) Composition & Reflection: Tuesday 14/09/2021 (Term 3 Week 10)

Through activities in performance, composition, musicology and aural, a student:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 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
- 5.7 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

Task: This task has TWO sections.

1. PERFORMANCE: 15%

- Perform **ONE** work representing the topic of AUSTRALIAN MUSIC.

2. COMPOSITION and REFLECTION: 10%

- Complete one of the three options for composition as well as the compulsory composition.
- A reflection of the compositional process and the complete compositions.

NOTE:

This is a compulsory assessment task. You are required to hand in this assessment task ON or BEFORE the due date. You are to make a genuine attempt at the assessment task. Failing to do so may result in the awarding of the grade of 0%. If you will be away on the day on which the assessment is due, you are required to hand it in BEFORE OR arrange an extension with your class teacher at least one (1) week in advance. If you are away from school on the day the assessment is due, as a result of an unplanned event, you are required to provide your teacher with a note from a parent/caregiver when you return TOGETHER with the completed assessment task.

Part One: Performance

For this assessment task you are required to perform an Australian piece as a **solo**. You will need access to the sheet music (like a piano and vocal arrangement) or chord charts/lyric sheets to prepare your performance piece. Your performance piece can be from any genre; however, it must be composed/written by an Australian composer or artist.

You will perform and be assessed individually. You will be assessed on your ability to:

- demonstrate technical skills including technical ability and fluency
- demonstrate stylistic understanding through expressive techniques
- demonstrate personal expression and communication
- demonstrate ensemble awareness.

Performance Marking Guidelines

Criteria	Grade
<p>The student:</p> <ul style="list-style-type: none"> • demonstrates developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the repertoire • demonstrates strong stylistic understanding through performance of the repertoire using articulation, dynamics and expressive techniques • performs with a developed sense of personal expression and strong communication skills • demonstrates a developed understanding of ensemble techniques including understanding of the role of the ensemble member, communication with the ensemble and issues of balance 	<p>A 17–20</p>
<ul style="list-style-type: none"> • demonstrates competent technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the repertoire • demonstrates stylistic understanding through performance of the repertoire using articulation, dynamics and expressive techniques • performs with a sense of personal expression with some communication skills evident • demonstrates a competent understanding of ensemble techniques including understanding of the role of the ensemble member, communication with the ensemble and issues of balance 	<p>B 13–16</p>
<ul style="list-style-type: none"> • demonstrates basic 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 repertoire. The articulation and/or dynamics and/or expressive techniques may not be consistently appropriate to the style • performs the repertoire with a sense of musical expression, with an attempt to communicate this to the audience • demonstrates basic, although not consistent ensemble techniques including understanding of the role of the ensemble member, communication with ensemble and issues of balance 	<p>C 9–12</p>
<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 style • performs the repertoire with little sense of musical expression or communication • demonstrates some basic awareness of the performer's role as an ensemble member, which may be evident through lack of communication and balance within the ensemble 	<p>D 5–8</p>

Criteria	Grade
<ul style="list-style-type: none"> • demonstrates very limited technical skills • demonstrates little evidence of stylistic understanding of the style • performs the chosen repertoire with little or no sense of musical expression or communication skills • demonstrates little or no awareness of the performer's role as an ensemble member. 	E 1-4
TOTAL OUT OF 20	

Part Two: Composition and Reflection

Part A: Composition

This composition assessment requires student to compose two pieces individually. The pieces must be based on one of the composition tasks attempted in the classroom for the Australian Music topic reflecting one of the subgenres.

The first composition is a **choice** of one of the following:

- Popular music – intro and verse using Soundtrap
- Music for television – theme song OR underscore OR foley for a trailer for Bluey
- Art music – graphic notation score for a piece inspired by the Coonabarabran environment

The second composition is **compulsory**:

- Gamilaroy Song

Students must start with the initial composition they completed in class for the topic however, it may be adapted, extended or altered to meet the task requirements below. To complete this task, students must include the following:

- 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.

Notation of the composition is required for assessment. Recording or performance of the song/pieces is optional.

Part B: Composition Reflection

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

- a power point or slideshow
- a video
- a podcast

The reflection must contain:

- A 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.

Composition Marking Guidelines

Criteria	Grade
<p>The Composition:</p> <ul style="list-style-type: none"> • Composition meets structural requirements specific to the option selected. • Excellent choice of instrumentation and roles. • Lyrics and instrumental parts are integrated in an excellent manner to form a balanced whole. • Excellent manipulation of the Concepts of Music and in a stylistically appropriate manner. 	<p>A 17-20</p>
<ul style="list-style-type: none"> • Composition meets most of the structural requirements specific to the option selected. • Appropriate choice of instrumentation and roles. • Lyrics and instrumental parts are integrated in an interesting manner to form a balanced whole. • Thorough manipulation of the Concepts of Music and in a stylistically appropriate manner. 	<p>B 13-16</p>
<ul style="list-style-type: none"> • Composition meets some of the structural requirements specific to the option selected. • Sound choice of instrumentation and roles. • Lyrics and instrumental parts are integrated to form a mostly balanced whole. • Sound manipulation of the Concepts of Music and in a mostly stylistically appropriate manner. 	<p>C 9-12</p>
<ul style="list-style-type: none"> • Composition meets basic structural requirements specific to the option selected. • Limited choice of instrumentation and roles. • Lyrics and instrumental parts compete with each other and fail to form a balanced whole. • Limited manipulation of the Concepts of Music or in a stylistically unsuccessful manner. 	<p>D 5-8</p>
<ul style="list-style-type: none"> • Composition does not meet the structural requirements specific to the option selected. • Inappropriate or incomplete choice of instrumentation and roles. • Lyrics and instrumental parts lack integration and lack balance. • Basic manipulation of the Concepts of Music or in a stylistically inappropriate manner. 	<p>E 1-4</p>
TOTAL OUT OF 20	

Reflection Marking Guidelines

Criteria	Grade
<ul style="list-style-type: none"> • Excellent documentation of compositional process. Detailed information about instrumentation and style representation. • Thoughtful and detailed reflections on the composition process and progress. • Thorough explanation of the use of the Concepts of Music in the composition process. • Creative and detailed use of technology in the presentation. 	<p>A 17-20</p>
<ul style="list-style-type: none"> • High degree of documentation of compositional process. Clear information about instrumentation and style representation. • Thoughtful reflections on the composition process and progress. • Clear explanation of the use of the Concepts of Music in the composition process. • Thoughtful use of technology in the presentation. 	<p>B 13-16</p>
<ul style="list-style-type: none"> • Effective documentation of compositional process. Information about instrumentation and style representation. • Some reflections on the composition process and progress. • Sound explanation of the use of the Concepts of Music in the composition process. 	<p>C 9-12</p>

Criteria	Grade
<ul style="list-style-type: none"> • Sound use of technology in the presentation. 	
<ul style="list-style-type: none"> • Limited documentation of the compositional process. Limited information about the instrumentation and style representation. • Limited reflection on the composition process and progress. • Limited explanation of the use of the Concepts of Music in the composition process. • Limited use of technology in the presentation. 	<p style="text-align: center;">D 5-8</p>
<ul style="list-style-type: none"> • Inadequate documentation of compositional process. Little or no information about the use of instrumentation and style representation. • Little or no reflection on the composition process and progress. • Little or no explanation of the use of the Concepts of Music in the composition process. • Basic use of technology in the presentation. 	<p style="text-align: center;">E 1-4</p>
TOTAL OUT OF 20	