



Coonabarabran High School

ASSESSMENT NOTIFICATION

Subject:	Year 10 Music
Teacher:	Mrs Rossler/Miss Lewis
Topic:	Assessment Task 1: Performance/Listening and Composition – POPULAR MUSIC
Weighting:	25% (Performance/Listening 15%: Composition 10%)
Due Date:	3/05/2021 (Term 2 Week 3)

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
- 5.8 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.

Task: This task has TWO sections.

1. **PERFORMANCE & ANALYSIS: 15%**
 - Perform **ONE** work representing the topic of POPULAR MUSIC.
 - An analysis of the original recording of this piece using the concepts of Music.
2. **COMPOSITION: 10%**
 - Arrange two variations on an existing theme.

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 & Analysis

For this assessment task you are required to arrange a song of your choice in small groups. You will need access to the sheet music (like a piano and vocal arrangement) or chord charts/lyric sheets to assist you with your arrangement. To complete this task, you must include the following:

- appropriate choice of song, instrumentation and roles
- an intro, 2x verse, 2x chorus, bridge and outro or similar length sections depending on the genre.
- Include changes in texture and dynamics

You will perform your group and will be assessed individually. Each student will be assessed on their ability to:

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

You also need to provide a one-page analysis of the original recording of this piece using your concepts of Music.

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 	<p>C 9–12</p>

Criteria	Grade
<ul style="list-style-type: none"> 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 	
<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 	D 5–8
<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	

Analysis Marking Guidelines

Criteria	Grade
<p>The student:</p> <ul style="list-style-type: none"> provides an extensive analysis of the song. Analysis contains high level of detail and many, specific references to the song. demonstrates an extensive level of understanding of the musical concepts. maintains a clear and consistent focus on the concepts of Music. 	A 17–20
<ul style="list-style-type: none"> provides a thorough analysis of the song. Analysis is detailed with specific reference to the song. demonstrates a thorough understanding of the musical concepts. maintains a focus on the concepts of Music. 	B 13–16
<ul style="list-style-type: none"> provides a sound analysis of the song. Analysis contains some detail, but inconsistent reference to the song. demonstrates a sound understanding of the musical concepts. focuses on the concepts of music but, at times, inconsistently. 	C 9–12
<ul style="list-style-type: none"> provides a limited analysis of the song is provided. Analysis contained limited detail. Little reference to the song. demonstrates a basic understanding of the musical concepts. makes an attempt to focus on the concepts of Music. 	D 5–8
<ul style="list-style-type: none"> does not provide a satisfactory analysis of the song. Analysis contained only basic information. Little or no reference to the song. demonstrates a limited understanding of the musical concepts. fails to maintain a focus on the concepts of Music. 	E 1–4
TOTAL OUT OF 20	

Part Two: Composition

Write two variations on the Theme *Ah Vous Dirai-je Maman*

Students are to write two variations on the theme *Ah Vous Dirai-je maman* (AKA *Twinkle Twinkle Little Star*)

What you will need:

- the original sheet music of the theme
- your instrument
- a keyboard, guitar, ukulele or virtual keyboard
- digital notation program Musescore

Steps

1. Study the original theme and identify the chords used in each bar. E.g. bar 1 is chord C (CEG).
2. Hint: There is mostly one chord per bar (sometimes 2) and your chord options are: C, G, F, Am and Dm.

The image displays the sheet music for the theme 'Ah Vous Dirai-je Maman' (Twinkle Twinkle Little Star). It is presented in two systems. The first system covers bars 1 to 12, and the second system covers bars 13 to 24. The music is in 2/4 time and marked 'TEMA. mf'. The melody is in the right hand, and the accompaniment is in the left hand. The key signature is one flat (F major/D minor).

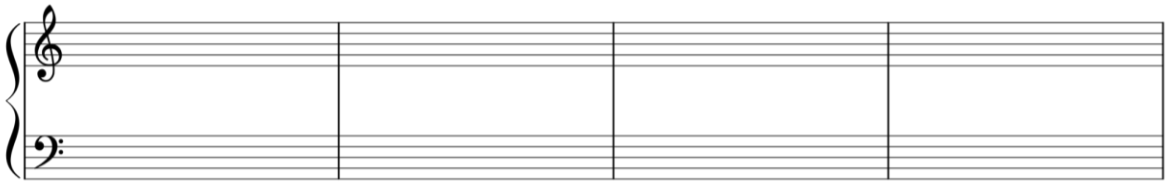
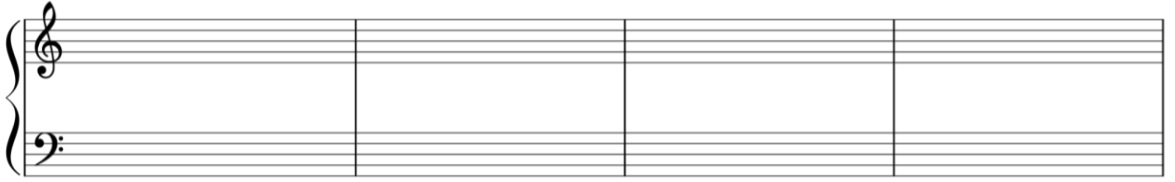
3. Now brainstorm some ideas on how you can vary this theme. Here are some ideas:
 - If the original is in a major key, you could change it to a minor key.
 - Look at the Left Hand accompaniment – how do you think you could change that?
 - What about the time signature – do you think you could change that? How would it affect the note values?
 - At the moment, the melody is in the Right Hand and the accompaniment in the Left Hand. How do you think you could vary this?
 - How could you vary the instrumentation?

4. Next, use the blank notation paper to jot some ideas down and start writing two variations of the original theme.





5. Add dynamics and articulation.
6. Notate your composition using MuseScore, print it and submit it for marking.





Composition Marking Guidelines

Criteria	Grade
<p>The student:</p> <ul style="list-style-type: none"> writes a composition which meets the structural requirements – two variations on an original theme. uses the correct chords for each bar and in a rhythmically and harmonically interesting way. notates the different parts correctly according to time signature and the underlying harmonies. introduces tonal/melodic/rhythmic variety in both variations in a musically interesting and stylistically convincing manner. 	<p>A 17-20</p>
<ul style="list-style-type: none"> writes a composition which meets most of the structural requirements – two variations on an original theme. uses the correct chords for each bar and with some rhythmic and harmonic interest. notates the different parts mostly correctly according to time signature and the underlying harmonies. introduces some tonal/melodic/rhythmic variety in both variations in a musically interesting way. 	<p>B 13-16</p>
<ul style="list-style-type: none"> writes a composition which meets the structural requirements but with some errors – two variations on an original theme. uses mostly the correct chords for each bar but with some errors either rhythmic or harmonically. notates the different parts with some errors in rhythm and/or underlying harmonies. introduces little tonal/melodic/rhythmic variety in both variations and with little variation to the original. 	<p>C 9-12</p>
<ul style="list-style-type: none"> writes a composition which meets only the basic structural requirements – two variations on an original theme. uses some correct chords but with notation/rhythmic/harmonic errors. notates the different parts incorrectly and with errors in rhythm and/or underlying harmonies. introduces little tonal/melodic/rhythmic variety in either or both variations and with no attention to stylistic considerations or interest. 	<p>D 5-8</p>
<ul style="list-style-type: none"> writes a composition which does not meet the structural requirements – two variations on an original theme. uses the incorrect chords and/or with frequent notation errors. notates the different parts incorrectly in terms of rhythm and/or underlying harmonies. introduces no or incorrect tonal/melodic/rhythmic variety in either or both variations. 	<p>E 1-4</p>
<p>TOTAL OUT OF 20</p>	