



Coonabarabran High School

ASSESSMENT NOTIFICATION

Subject:	Year 9 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/LISTENING: 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%

- Compose an 8-bar piece with chords and a melody.

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 a melody, chords and bass line

Students are to write an eight-bar melody and chord progression for their chosen instrument.

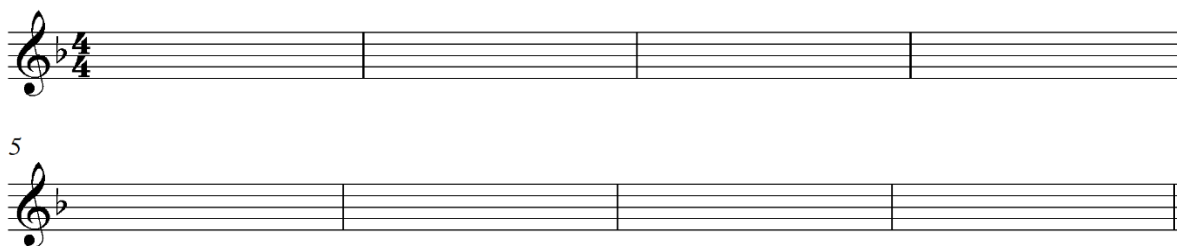
What you will need:

- key signature sheet
- your instrument
- a keyboard, guitar, ukulele or virtual keyboard
- digital notation program Musescore

Steps

1. Choose a key signature and scale that they want to work with.
2. Set up your score with the following:
 - divide each line of manuscript into four bars (eight bars total)
 - draw a treble clef or bass clef at the start of each line depending on what instrument you are writing for. For example, if you are writing for flute you would use treble clef. If you were writing for bass guitar you would write bass clef.
 - write the key signature after the clef on each line.
 - write the time signature of 4/4 after the key signature on the first line only.
 - write a double bar line at the end of the piece.

For example: (in D minor)



3. Next, you will create a chord progression using a digital program called AutoChords. It will look like this:

AutoChords.com

Feel and Key

Name: Cliché
Instrument: Guitar
Key: D minor
Randomize!

Main Progression

Dm Am Bb Gm

Alternatives

F C Dm Bb
Am Em F Dm
Gm Dm Eb Cm

All Chords in Key

Dm Edim F Gm Am Bb C

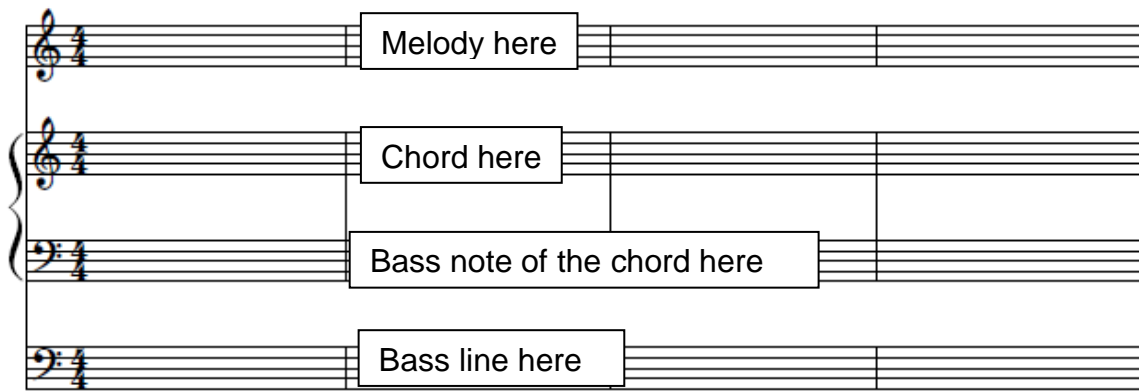
Skip Guitar Theory - Do This
Avoid The Headaches 97% Of Guitarists Fall Into. Do This To Play Guitar Without Thinking. Breakthrough Guitar

- Next, you need to choose what type of chord progression you wish to create. Follow the steps below:
 - choose the key signature you have already chosen by clicking on the box titled 'key' and then select if you are using a 'major' or 'minor' key.
 - choose the instrument you would like to hear the chords played on. The screen example shows the instrument selected as 'guitar.'
 - choose a name for the type of sounds or 'feel' you want the chords to sound like. The screen example shows the name as 'cliché.'
 - Autochords will then create a four-bar chord progression for you under the title 'main progression' as well as some alternative options underneath it. You can listen to each progression by pressing the 'play' arrow next to each progression. Listen to each option and choose the chord progression you like best.
- Write the chord progression you have chosen above each bar on your score. You will need to repeat the progression for bars five to eight. For example:

Dm Am Bb Gm

5 Dm Am Bb Gm

- Next, write the chords in the treble & bass clefs – chord in the treble clef and bass note in the bass clef.

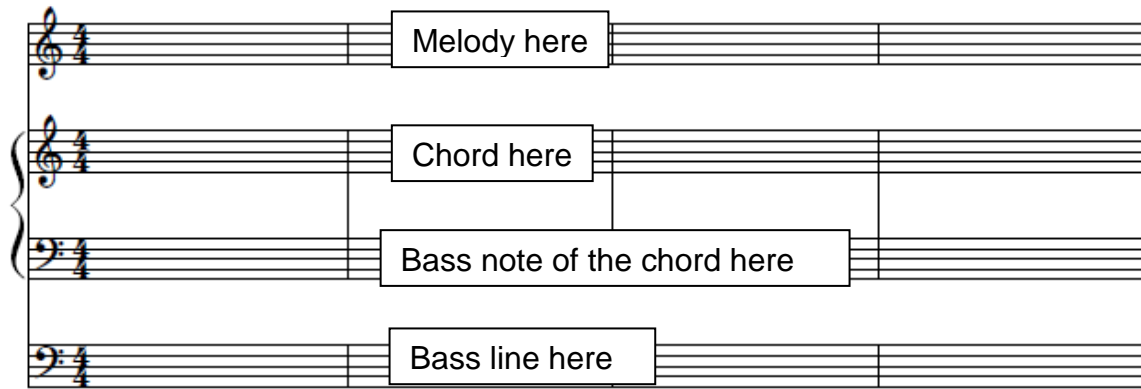


7. If you can, play each of these chords on your keyboard/ukulele/guitar and listen to how they sound.
8. Next, it's time to write a melody to go with the chords. First, write out the notes of the scale you are using on a piece of paper. For example, I am using D minor so I am going to write out the notes of the D harmonic minor scale. For example:

D, E, F, G, A, Bb, C#, D.

9. Next you are going to use these notes to write the melody. There are two ways you can approach this. Choose the option that works best for you:
 1. Record the chord progression on a device and experiment by improvising over the top of it using the scale of the key signature you have chosen. Write down any ideas or notes that 'work' with your chords. You can then use these, adapt and extend your ideas further.
 2. Create a rhythm first, and then experiment using the notes of the scale you have chosen to work with. Keep in mind it is useful to base your choices around the notes in each chord. If you are unsure of what the notes are in each chord, hover your mouse over the chord in AutoChords and it will tell you which notes are in that particular chord. You will need to play the melody along with the audio on your notation program or pre-recorded it on a device to check that the notes work well with the chords.
 3. Using the notes that the chords are based on, simply start writing some notes on the staff to see what they sound like. You can adjust your musical decisions as you go.
10. Make sure that you have the chords written in the treble & bass clefs. Make sure that your melody is written in the top treble clef.
11. Next, write a bass line. For this line, use the root of the chord. So, if your chord is Dm – DFA, the root is D. Your bass line in the Dm bar should use mainly D.

REMEMBER:



12. Name your piece.
13. Add dynamics and articulation.
14. Notate your composition using MuseScore, print it and submit it for marking.

Composition Marking Guidelines

Criteria	Grade
<p>The Composition:</p> <ul style="list-style-type: none">• Composition meets structural requirements – 8-bar composition with melody, chords and bass line.• Chords are written correctly and in a harmonically and rhythmically interesting way.• Bass line is based on the root of each chord and shows melodic and rhythmic interest.	A 17-20
<ul style="list-style-type: none">• Composition meets most of the structural requirements – 8-bar composition with melody, chords and bass line.• Chord sequence is mostly correct and chords are written with correct notation.• Bass line centres on the root of each chord and shows some rhythmic and/or melodic interest.	B 13-16
<ul style="list-style-type: none">• Composition meets structural requirements with some errors in the following areas: 8-bar composition with melody, chords and bass line.• Chords are written mostly correctly but chords are written with some notation errors.• Bass line is mostly based on a chord note (often not the root) and has little melodic and/or rhythmic movement.	C 9-12
<ul style="list-style-type: none">• Composition meets some basic structural requirements. The following requirements are not met: 8-bar composition with melody, chords and bass line.• Chord sequence is used either incorrectly or contains many notation errors.• Bass line is based on some chordal and non-chordal notes or is static.	D 5-8
<ul style="list-style-type: none">• Composition does not meet the structural requirements. The following requirements are not met: 8-bar composition with melody, chords and bass line.• Chords are used incorrectly. Notation is done incorrectly.• Bass line is based on non-chordal notes or is static.	E 1-4
TOTAL OUT OF 20	