



Coonabarabran High School

ASSESSMENT NOTIFICATION

Subject:	Year 11 Music 1
Teacher:	Mrs Rossler
Topic:	Assessment Task 2: TOPIC 3 – Composition, Portfolio and Musicological Research
Weighting:	40% (Composition 25%; Aural 5%; Musicology 10%)
Due Date:	Friday 30 July 2021 (Term 3 Week 3)

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

- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
 - P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
 - P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
 - P6 observes and discusses concepts of music in works representative of the topics studied
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ALL COMPONENTS OF THIS TASK RELATE TO **TOPIC 3** OF YOUR MUSIC TOPICS.

This task has **TWO** sections with a total of **FOUR** subsections.

1. MUSICOLOGICAL RESEARCH OF STYLISTIC FEATURES

AND

A DETAILED ANALYSIS OF ONE AURAL EXCERPT WITHIN TOPIC 3 **15%**

2. COMPOSITION

20%

- Complete a composition meeting the following requirements:
 - **Two** contrasting sections of 16 bars each (a total of **32 bars**).

AND

COMPOSITION PROCESS DIARY **5%**

ALL COMPONENTS EXCEPT FOR THE PROCESS DIARY MUST BE EMAILED TO MRS ROSSLER:

aimee.rossler@det.nsw.edu.au

THE PROCESS DIARY MUST BE HANDED IN TO MRS ROSSLER.

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.

1. MUSICOLOGICAL RESEARCH AND ANALYSIS OF AURAL EXCERPT

- 1. MUSICOLOGICAL RESEARCH:** Research and present the stylistic features of the music belonging to TOPIC 3. **10%**

Research the genre or style represented by TOPIC 3. You can also choose to research an area within the topic. For example, if your topic is *Rock Music*, you might want to focus on a specific artist or style such as Progressive Rock or Blues Rock. Or, if your topic is 18th Century Music, you might want to focus on a specific composer or form such as the symphony. You must provide the stylistic features of your topic area in a **one-page typed document**. Group these stylistic features according to the six Concepts of Music: Tone Colour, Texture, Pitch, Duration, Dynamics and Expressive Techniques, and Structure.

YOUR TOPIC: _____

- 2. ANALYSIS OF AURAL EXCERPT:** Analyse a piece of music which belongs to/represents the area you researched for TOPIC 3. **5%**

Select ONE piece of music which belongs to and represents TOPIC 3. Provide a URL to the specific recording you are using for your analysis. Provide a **typed analysis** using the six concepts of Music of this example.

2. COMPOSITION REQUIREMENTS

- 3. COMPOSITION:** A composition representing TOPIC 3 must be handed in in **electronic (MuseScore) notation, PDF** as well as **mp3** format. **20%**

Composition Requirements

TWO SECTIONS:

- Section A: 16 bars minimum
- Section B: 16 bars minimum
- Sections must be contrasting

FOR EACH SECTION:

- It would be advisable to base your composition on a chord progression.
- Once you have the chords, you can write a bass line.
- Build your melody around the chords.
- Include:
 - Instrumentation for the chords
 - Instrumentation for the melody
 - Instrumentation for the bass line
 - Consider whether you want to include percussion (drum kit)
- Try to use different progressions for the two sections to create contrast OR if you use the same progression, differ the instrumentation OR the key.
- Use correct notation.

PLEASE NOTE: You must use **notation software** such as MuseScore – this is a free download. You must also save your composition as a **PDF** and export it as an **mp3** file. Instructions about exporting the files as PDF and mp3 will be posted on your Google Classroom.

- 4. COMPOSITION PROCESS DIARY:** **5%**

You will be given a folder for this diary. It consists of the following sections:

Section A: Completed composition (a printout of the composition once it has been completed)

Section B: Background listenings – three pieces you have listened to and which are relevant to Topic 3.

Section C: All your drafts of your composition

Section D: Process Diary – every time you work at your composition, you make an entry into the diary

Section E: Reflection – once you have completed your composition, you need to write a reflection about the composition, the process, difficulties you experienced, aspects which you think can be improved upon, and the strengths of the composition.

CHECKLIST:

COMPONENT	FORMAT	COMPLETED
1. Musicological Research of your topic or an area within your topic	Typed Word Document	
2. Analysis of Aural Excerpt	Typed Word Document	
3. Composition	MuseScore file, PDF and mp3	
4. Composition Process Diary	Folder provided	

Marking guidelines: Composition

20%

Criteria	Marks
<ul style="list-style-type: none"> • Composition meets all of the structural criteria with excellent use of contrast. • Demonstrates comprehensive knowledge and understanding of score conventions and performance directions appropriate to the chosen topic • Demonstrates high level skills in organizing ideas into musical structures 	17–20
<ul style="list-style-type: none"> • Composition meets all of the structural criteria with successful use of contrast. • Demonstrates a detailed knowledge and understanding of score conventions and performance directions appropriate to the chosen topic • Demonstrates proficient skills in organizing ideas into musical structures 	13–16
<ul style="list-style-type: none"> • Composition meets most of the structural criteria; the following criteria not met: two sections; contrasting sections; 16 bars per section • Demonstrates knowledge and understanding of score conventions and provides clear performance directions appropriate to the chosen topic • Demonstrates skills in organizing ideas into musical structures 	9–12
<ul style="list-style-type: none"> • Composition meets some of the structural criteria; the following criteria not met: two sections; contrasting sections; 16 bars per section. • Demonstrates basic knowledge and understanding of score conventions and provides limited performance directions appropriate to the chosen topic • Demonstrates basic skills in organizing ideas into musical structures 	5–8
<ul style="list-style-type: none"> • Composition does not meet the structural criteria; basic errors in notation; incomplete composition. • Demonstrates limited knowledge and understanding of score conventions and provides few performance directions appropriate to the chosen topic • Demonstrates limited skills in organizing ideas into coherent musical structures 	1–4
TOTAL:	/20

Marking guidelines: Composition Process Diary 5%

Component	5	4	3	2	1
Background listening	Creative and broad range of listening material documented and analysed.	A range of listening material documented and analysed.	Some listening material documented and limited analysis presented.	Two of the three required listenings documented and with limited analysis.	One listening documented and with limited analysis.
Composition diary	Regular and detailed entries into composition diary.	Regular entries into composition diary.	Inconsistent entries into composition diary.	Limited entries into composition diary.	Little or no entries into composition diary.
Reflection	Thoughtful and detailed reflection on the composition process, strengths and weaknesses.	Thoughtful reflection on the composition process, strengths and weaknesses.	Some reflections on the composition process and progress.	Limited reflection on the composition process. Strengths and/or weaknesses addressed briefly.	Basic reflection on the composition process. Strengths and/or weaknesses not addressed.
Drafts and documentation	Excellent documentation of composition process. Detailed information about alterations and improvements. Extensive drafts included indicating the development of the composition.	High degree of documentation of composition process. Clear information about alterations and improvements. Comprehensive drafts included indicating the development of the composition.	Effective documentation of composition process. Information about alterations and improvements. Some drafts included indicating the development of the composition.	Limited documentation of composition process. Limited information about alterations and improvements. Limited drafts included indicating the development of the composition.	Inadequate documentation of composition process. Little or no information about alterations and improvements. Few or no drafts included indicating the development of the composition.
TOTAL:					/20

Marking guidelines: Musicological Research

10%

Criteria	Marks
<ul style="list-style-type: none"> Content has a clear and consistent musicological focus Demonstrates a perceptive understanding of the chosen topic Demonstrates high level aural awareness and understanding of musical concepts and their relationship to the chosen topic 	17-20
<ul style="list-style-type: none"> Content has a musicological focus Demonstrates a detailed understanding of the chosen topic Demonstrates thorough aural awareness and understanding of musical concepts and their relationship to the chosen topic 	13-16
<ul style="list-style-type: none"> Content has a musicological focus but may be inconsistent Demonstrates a generally sound understanding of the chosen topic although there may be some inaccuracies Demonstrates some aural awareness and ability to discuss the use of musical concepts in the chosen topic 	9-12
<ul style="list-style-type: none"> Makes an attempt to provide a musicological focus in the content Demonstrates basic understanding of the chosen topic Demonstrates basic aural awareness and skill in discussing the musical concepts 	5-8
<ul style="list-style-type: none"> Content lacks a musicological focus Demonstrates limited understanding of the chosen topic Demonstrates limited aural awareness and skill in discussing the musical concepts in the repertoire studied 	1-4
TOTAL:	/20

Marking guidelines: Analysis

5%

Criteria	Marks
<ul style="list-style-type: none"> Relevant musical example analysed with attention to detail Demonstrates high level aural awareness and understanding of musical concepts and their relationship to the chosen topic 	17-20
<ul style="list-style-type: none"> Relevant musical example analysed with fair detail Demonstrates thorough aural awareness and understanding of musical concepts and their relationship to the chosen topic 	13-16
<ul style="list-style-type: none"> Relevant musical example analysed with some detail Demonstrates some aural awareness and ability to discuss the use of musical concepts in the chosen topic 	9-12
<ul style="list-style-type: none"> Musical example presented and analysed with basic detail Demonstrates basic aural awareness and skill in discussing the musical concepts 	5-8
<ul style="list-style-type: none"> Irrelevant or inappropriate musical example presented with limited detail Demonstrates limited aural awareness and skill in discussing the musical concepts in the repertoire studied 	1-4
TOTAL:	/20