Stage 5 assessment task one

**Subject:** Year 9 Music

**Unit of work:** The Concepts of Music Task one - performance and composition

**Issue date:**

**Due date:**

**Outcomes:**

**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** demonstrated 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

**Equipment Required:**

Musical instruments, composition portfolio, BYOD device, sheet music, audio files, manuscript or notation program.

**Task:**

This task is in two parts.

# Part one — performance

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 arrangement to the class 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.

## Performance marking guidelines

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| --- | --- |
| Criteria | Grade |
| The student:* 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
 | A17–20 |
| * 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
 | B13–16 |
| * 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
 | C9–12 |
| * 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 |
| * 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.
 | E1–4 |

# Part two — composition

You are to submit a composition portfolio and document the process of arranging the song for your group. This is to be filled out every time you work on the piece and is to contain the following materials:

* an original score which you took your arrangement from (or similar)
* notation of instrumental parts either handwritten or using a notation program
* lyrics
* chord chart
* annotations of the compositional process. You must include the steps that your group took to create the arrangement, as well as reflections regarding this process. The first two pages should contain:
	+ first ideas including instrumentation and roles of each member of the group.
	+ listening observations based on the concepts of music of your chosen song.

Each student will be assessed on their ability to:

* demonstrate background listening skills through a concept analysis of their chosen piece
* detail the compositional process providing an account of the experimentation, development and resolution of ideas
* reflect on the success of the composition/arrangement
* complete all composition portfolio requirements.

## Composition portfolio marking guidelines

|  |  |
| --- | --- |
| Criteria | Grade |
| The student:* demonstrates detailed background listening of the song chosen by the group according to all concepts of music
* presents a thorough account of the intent, experimentation, development and resolution of ideas
* self-appraisals display an excellent understanding of the processes, the concepts and the overall structure
* all composition portfolio requirements are complete
 | A17-20 |
| * demonstrates background listening of the song chosen by the group according to all concepts of music
* presents an account of the intent, experimentation, development and resolution of ideas
* self-appraisals display a strong understanding of the processes, the concepts and the overall structure
* all composition portfolio requirements are complete but not fully realised
 | B13-16 |
| * evidence of some background listening of the song chosen by the group according to the concepts of music
* presents a record of the composition process, however, some processes may be incomplete or require more detailed analysis
* self-appraisals display some understanding of the processes, the concepts and the overall structure
* some composition portfolio requirements are included
 | C9-12 |
| * demonstrates apparent background listening of the song chosen by the group but it is incomplete or inconsistent
* a basic account of the processes with superficial accounts of the intent, experimentation, development and resolution of ideas
* self-appraisals display a basic understanding of the processes, the concepts and the overall structure OR this area is not addressed adequately
* some composition diary requirements are included
 | D5-8 |
| * demonstrates limited background listening of the song chosen by the group with little musical evidence documented.
* a very limited account of the processes with little or no consideration given to the intent, experimentation, resolution and development of ideas
* self-appraisals display little or no understanding of the processes, the concepts and the overall structure OR this area is not addressed at all
* displays limited portfolio requirements.
 | E1-4 |