



Year 10, Music

## Task 1: Composition

Due Date: 8 Apr 2024

Task Distributed: 21 Mar 2024

Unit: Music for Radio, Film, TV and Multimedia

Task Type: Composition

Task Weighting: 15%

Outcomes: 5.6, 5.7, 5.8, 5.12

### Task Description

#### PART A

- You've been hired to create a score to accompany a scene from a movie. You will **produce a composition** to accompany a small clip from a movie provided to you, using any combination of MuseScore, GarageBand, BandLab or another digital audio workstation (DAW) of your choice.
- A clip from the movie "Harry Potter and the Prisoner of Azkaban" has been provided to you. You may compose for this scene or choose a scene of your own in consultation with your teacher.
- You must compose at least 30 seconds of music. If your scene is longer, you may compose more if you wish.

#### PART B

- You must explain how your composition effectively captures the mood of the scene provided/chosen. Make reference to:
  - Discuss what instruments you have chosen to use and why
  - Explain how you've used certain concepts of music (Pitch, Duration, Texture, Tone Colour, Dynamics + Expressive Techniques and Structure) and what effect this adds to the overall composition

### NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Construct:** Make; build; put together items or arguments
- **Discuss:** Identify issues and provide points for and/or against
- **Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how

## Details of Submission

### **PART A**

The composition must be submitted on Google Classroom by **MONDAY, 8th APRIL** before **3:00 pm**.

The composition can be submitted as a standalone mp3/wav file, or you can submit it as an mp4 with the movie clip attached.

### **PART B**

The evaluation can be submitted as a Google Doc or PDF and must be submitted by **MONDAY, 8th APRIL** before **3:00 pm**.

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within two weeks of the due date.
- At this time feedback including information on how to improve will be provided through marking criteria and a general comment.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.

Students will be required to complete a self-reflection form at the time they receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of their performance, as well as areas that have been identified to strengthen in future tasks.

Students can access this self-reflection form using the link below: <https://forms.gle/gifJW2CaQy9nCZLP9>

## How does this link to my learning?

- Demonstrates musical concepts by composing music and using various technologies.
- Understands musical concepts through using scores and interpreting notation
- Understands musical concepts through aural identification and perception

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

## Marking Criteria

CRITERIA	1	2	3	4	5
<b>PART A - COMPOSITION</b>					
<b>Instruments</b> Uses at least 2 instruments in their composition that may or may not fit the piece	Uses 1 instrument in their composition that may or may not fit the piece	Uses 1-2 instruments in their composition that may or may not fit the piece	Uses 2+ instruments in the piece that may or may not fit the piece	Uses 2 instruments in the composition that effectively fit the piece	Uses 2+ instruments in the piece that effectively fit the piece
<b>Length</b>	Composition is less than 15 seconds in length	Composition is between 15-30 seconds in length	Composition is at least 30 seconds in length		
<b>Concepts of Music</b> Composes a piece that shows knowledge of the concepts of music and their interaction	Composes a piece that shows limited knowledge of the concepts of music and their relationship	Composes a piece that shows basic knowledge of the concepts of music and their relationship	Composes a piece that shows sound knowledge of the concepts of music and their relationship	Composes a piece that shows high knowledge of the concepts of music and their relationship	Composes a piece that shows detailed knowledge and understanding of the concepts of music and their relationship
<b>Topic and Style</b> Composes a work that successfully represents the chosen topic, demonstrating perceptive understanding of style	Composition does not fit with source material provided and no understanding of style presented	Composition jars and contrasts with source material provided	Composition loosely supports source material provided	Composition supports source material provided and demonstrates some degree of stylistic perception	Composition strongly supports source material provided and demonstrates high levels of stylistic perception
<b>PART B - WRITTEN SUBMISSION</b>					
<b>Discussion of Instruments</b> Discusses how and why each instrument was selected	Identifies instruments used	Outlines instruments used	Discusses instruments used in some detail	Detailed discussion of instruments used with some links to why	Detailed discussion of instruments used with strong links to why each instrument was selected
<b>Evaluation of Composition</b> Explains how the composition captures the mood of the clip and discusses the concepts of music	Outlines the composition with little detail	Outlines the composition with some detail with identification of some concepts of music used	Discusses the composition with some detail and outlines concepts of music used	Explains with some detail how the composition effectively captures the mood of the clip including discussions of most concepts of music	Explains in detail how the composition effectively captures the mood of the clip including discussions of ALL concepts of music
<b>TOTAL</b>					<b>/28</b>

## Literacy Criteria

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
	0	0.25	0.5	0.75	1
<b>Vocabulary</b> <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
<b>Punctuation</b> <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
<b>Sentences &amp; Cohesion</b> <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
<b>Paragraphs</b> <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
<b>Text Structure</b> <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of <b>all</b> the appropriate structural features of the text type.
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation

Literacy Total: /5

Total: /33