

Task 2: Composition

Due Date: Apr 4, 2024

Task Distributed: Mar 21, 2024

Unit: The Concepts of Music

Task Type: Composition

Task Weighting: 35%

Outcomes: 4.4, 4.5

Task Description

Part A

Students are to compose an original piece of music using the C major scale. They will compose a minimum of 8 bars incorporating ALL of the following score markings and features:

- time signature: 4/4 or 3/4
- treble clef
- at least three of the following note values and their equivalent rests:
- semibreves, minims, crotchets and/or quavers.
- at least 2 dynamics and 2 expressive techniques
- at least 1 rest but no more than 2 per bar

Using the music notation software MuseScore, students will notate their composition and submit the file along with their written reflection.

Part B

Write a 150 word reflection, explaining what you enjoyed about the process, what challenges you faced, and how you overcame them. It should describe one musical concept that you experimented with in your composition (such as pitch, duration, dynamics or expressive techniques) and explain how you incorporated it into your piece.

NESA Glossary of Key Words

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

- **COMPOSE:** organising sound as a means of self-expression, musical creation and problem solving.
- **REFLECT:** the thought process by which students develop an understanding and appreciation of their own learning.
- **DISCUSS:** identify issues and provide points for and/or against.

Check the NESA Glossary of Key Words for further guidance

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

- Students are to submit all components of their Composition Task (Parts A and B) to their Music Google Classroom on the due date by 3:00pm. A late penalty of 10% will be issued for each day that it is submitted after the due date. Students can lose up to 50% for a late submission.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through a marking criteria, annotations and verbal discussion.
- Students can clarify or seek further feedback with their teacher.

How does this link to my learning?

- This assessment will indicate my progress as a performer in terms of fluency
- Recognise my knowledge of the concepts of music
- Improve my understanding of selecting appropriate repertoires for performance pieces
- Increase my appreciation of music of varying genres and cultures.
- Aid in my future performances by reflecting on strengths and areas requiring improvement

What Areas of Learning will this Assessment Task Report On?

The Composition Task assesses a student's ability to compose a piece of music as a means of self-expression, musical creation and problem-solving. Students are expected to demonstrate their knowledge and understanding of the musical concepts, particularly pitch, duration, dynamics and expressive techniques.

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
Composition	<p>Attempted to compose a piece of music 8 bars long. Composition attempts to include one of the features required. Composition shows little evidence of planning or creativity.</p>	<p>Attempted to compose a piece of music 8 bars long. Composition attempts to include at least 2 of the features required. It shows some evidence of planning and creativity, but lacks coherence and refinement.</p>	<p>Composes a piece of music 8 bars long. Composition includes at least 3 of the features required. Shows clear evidence of planning, creativity and coherence.</p>	<p>Composes a piece of music 8 bars long. Composition includes 4 of the features required. Shows evidence of planning, creativity, coherence and refinement.</p>	<p>Composes a piece of music 8 bars long or longer. Composition includes all of the features required. Shows exceptional planning, creativity, coherence and refinement.</p>
Notation	<p>The notation is incomplete, contains significant errors or is missing entirely.</p>	<p>The notation is partially complete and contains some errors, but is still readable. Attempted to use MuseScore.</p>	<p>The notation is mostly complete and contains few errors, and is easily readable. Uses alternate application to notate composition.</p>	<p>The notation is complete and contains no errors, and is easily readable. Uses MusicScore to notate composition.</p>	<p>The notation is complete, accurate and shows exceptional attention to detail and presentation. Successfully uses MusicScore to notate composition.</p>

<p style="text-align: center;">Reflection</p>	<p>The reflection is incomplete or attempts to identify at least one of the following: what you enjoyed about the process, challenges, solutions to challenges faced or musical element used in the composition.</p>	<p>The reflection outlines and/or sketches in general terms one or more of the following: what you enjoyed about the process, challenges, solutions to challenges faced or musical element used in the composition.</p>	<p>The reflection describes 2 to 3, providing some explanation of the following: what you enjoyed about the process, challenges, solutions to challenges faced or musical element used in the composition.</p>	<p>The reflection describes and provides thoughtful insights into the compositional process addressing all areas.</p>	<p>The reflection clearly describes and provides detailed insights into the compositional process addressing all areas.</p>
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Total: /15

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
Vocabulary <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.
Punctuation <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.
Sentences & Cohesion <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)
Paragraphs <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.
Text Structure <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 all 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

Total: /5

Grand Total: /20