



Year 9, Music

Task 1: Composition

Due Date: 9 Apr 2024

Task Distributed: 26 Mar 2024

Unit: Concepts of Music/Composition

Task Type: Composition

Task Weighting: 15%

Outcomes: 5.6, 5.7, 5.8, 5.12

Task Description

- You must **construct** a composition (write a song) for any melodic instrument using a combination of rhythms and pitches learned in class.
 - You will choose one of the following scales learned in class:
 - Major, Natural Minor, Minor Pentatonic, Harmonic Minor
 - You may choose C, G or D Major as your key.
 - Your song must start and end on the same note (e.g. C Major must start and end on C)
 - Combine notes of the scale with rhythms studied in class
 - You can use a combination of: semibreve, minim, dotted minim, crotchet, dotted crotchet, quaver, semiquaver
 - Create a composition either 4, 8 or 16 bars in length.
 - Your composition must use repetition and syncopation (using rests, ties or accents) at any point

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

Details of Submission

PART A

Your composition must be submitted as an MP3 file. You must submit this to Google Classroom on **Tuesday, 9th April** by 3:00pm.

You can export your composition from MuseScore or record a live version on an instrument of your choice.

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
PART A - COMPOSITION				
Scale Composition uses the correct scale	No obvious scale selected	Some correct notes used from any scale	100% correct notes from Major, Natural Minor or Minor Pentatonic	100% correct notes used from the Harmonic Minor scale
Key Composition uses the correct key	No obvious key selected	Key of C Major chosen	Key of G or D Major chosen	Another key chosen and used correctly
Rhythms Composition uses combinations of rhythms	Composition uses less than 4 different rhythmic note values	Composition uses at least 4 rhythmic note values	Composition uses 5-6 rhythmic note values	Composition uses all rhythms effectively
Length Amount of bars in composition	Composition is under 4 bars long	Composition is at least 4 bars long	Composition is at least 8 bars long	Composition is 16 bars or longer
Repetition and Syncopation Use of repetition and syncopation in the piece	Composition features little to no repetition or syncopation to create interest	Composition features either repetition or syncopation to create interest	Composition features both repetition and syncopation	Purposeful use of repetition and syncopation to create interest
TOTAL				/20