

Task 4: Composition and Elective

Due Date: Composition: Jun 12, 2024

Elective: Jun 12, 2024

Task Distributed: 29 May 2024

Unit: Composition

Task Type: Composition + Elective
(Performance/Composition/Viva
Voce)

Task Weighting: Composition - 10%, Elective - 10%

Outcomes: H1, H2, H4, H5, H6, H7, H9, H10, H11

Task Description

Part A: COMPOSITION:

Students will prepare a piece of music that represents their choice of topic, selected from syllabus topics. They must use one of their HSC Performance songs as inspiration for their original composition. This task gives students the opportunity to explore their creativity and reinforces an understanding of the concepts of music and how they interact to produce a complete musical work. The piece must be a minimum of **1 minute**, and a maximum of **4 minutes**.

Completing this task will develop students' creative skills in one or more of the following areas: music notation, technology, or performance. It consolidates learning that has taken place in class and will extend thinking by developing an appreciation of what pitch, duration, tone colour, texture, structure and dynamic and expressive techniques are appropriate for their chosen style of music.

PROCESS:

1. Select your performing media or technology platform and your method of presentation. This can take the form of a live improvisation, a recording of your own performance of your original composition, a notated score, or a computer generated sound file using a platform such as Sibelius, Garage Band, etc.
2. Work through your ideas, starting with rhythmic, melodic or harmonic ideas (depending on your creative preferences) and extending these through the use of unifying and contrasting ideas into a stylistic musical structure, including appropriate tone colour and texture choices, and dynamic and expressive content. The work should reflect stylistic features that are typical of the topic chosen for study.
3. Refine your composition in readiness for presentation, making adjustments to enhance its stylistic success. Follow school procedures and ensure that the composition is all your own work.

PART B: Elective:

You will submit either a Performance, Composition or Musicology (Viva Voce) task on the last remaining topic you haven't completed yet. Details for submission of each task can be found below.

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
- **Perform:** Participation in any form of practical music making

Details of Submission

Composition:

The assignment must be presented live or in a recorded, or notated format, on the due date.

Elective:

You will need to submit **ONE** elective which represents the topics you've studied in class (An instrument and its repertoire, Music for Radio, Film, TV and Multimedia, and Jazz) or another topic that better suits your elective choice.

Performance: will be presented on Jun 12, 2024

Performance can be a maximum of 5 minutes in length.

Composition: must be submitted to Google Classroom by Jun 12, 2024 ,.

This is a progress check on any composition you're working on for your elective.

Viva Voce: will be presented on Jun 12, 2024 .

A viva voce can be a maximum of 10 minutes in length.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 Days of the due date.
- Students can clarify or seek further feedback by speaking with their teacher.
- Upon return of the task, students will also be expected to complete a self-reflection.

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://bit.ly/3nlpav3>

How does this link to my learning?

- Students will develop their understanding of composition, and the capabilities of performing media, exploring and using current technologies as appropriate to the topics studied
- Completing this task will develop students' creative skills in one or more of the following areas: music notation, technology, or performance. It consolidates learning that has taken place in class and will extend thinking by developing an appreciation of what pitch, duration, tone colour, texture, structure and dynamic and expressive techniques are appropriate for their chosen style of music.

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.

Core Composition Criteria:

20 Marks

Criteria	Marks
<ul style="list-style-type: none">Composes a work that successfully and coherently represents the chosen topic, demonstrating perceptive and accomplished understanding of style, the concepts of music, and the relationships between the conceptsDemonstrates comprehensive knowledge and understanding of score conventions and performance directions appropriate to the chosen topicDemonstrates high level skills in organising ideas into musical structures	17-20
<ul style="list-style-type: none">Composes a work that successfully and coherently represents the chosen topic, demonstrating a thorough understanding of the style, the concepts of music, and the relationships between the conceptsDemonstrates a detailed knowledge and understanding of score conventions and performance directions appropriate to the chosen topicDemonstrates proficient skills in organising ideas into musical structures	13-16
<ul style="list-style-type: none">Composes a work that represents the chosen topic, demonstrating an understanding of the style, the concepts of music, and the relationships between the conceptsDemonstrates knowledge and understanding of score conventions and provides clear performance directions appropriate to the chosen topicDemonstrates skills in organising ideas into musical structures	9-12
<ul style="list-style-type: none">Composes a work that is a basic representation of the chosen topic, demonstrating some understanding of the style, the concepts of music, and the relationships between the conceptsDemonstrates basic knowledge and understanding of score conventions and provides limited performance directions appropriate to the chosen topicDemonstrates basic skills in organising ideas into musical structures	5-8
<ul style="list-style-type: none">Composes a work that is a limited representation of the chosen topic, demonstrating little understanding of the style, the concepts of music, and the relationships between the conceptsDemonstrates limited knowledge and understanding of score conventions and provides few performance directions appropriate to the chosen topicDemonstrates limited skills in organising ideas into coherent musical structures	1-4

Elective Performance Criteria

20 Marks

Criteria	Marks
<ul style="list-style-type: none"> ● Demonstrates highly-developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire ● Demonstrates perceptive stylistic understanding through performing repertoire using articulation, dynamics and expressive techniques ● Performs with a well-developed sense of personal expression, demonstrated by the use of appropriate expressive techniques and a sensitivity to the chosen style ● Demonstrates a highly-developed understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance 	17-20
<ul style="list-style-type: none"> ● Demonstrates developed technical skills incorporating technical fluency, technical facility, intonation and articulation appropriate to the chosen repertoire ● Demonstrates stylistic understanding through performance of the chosen repertoire using articulation, dynamics and expressive techniques ● Performs with a sense of personal expression, demonstrated by the use of expressive techniques and sensitivity to the chosen style ● Demonstrates a developed understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance 	13-16
<ul style="list-style-type: none"> ● Demonstrates competent 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 chosen repertoire. The articulation and/or dynamics and/or expressive techniques may not be consistently appropriate to the chosen style ● Performs the chosen repertoire with a sense of musical expression, with an attempt to incorporate expressive techniques appropriate to the chosen style ● Demonstrates a competent, although not consistent understanding of solo/ensemble techniques including understanding of the role of soloist/ensemble member, communication with accompanist/ensemble and issues of balance 	9-12
<ul style="list-style-type: none"> ● 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 chosen style ● Performs the chosen repertoire with little sense of musical expression ● Demonstrates a limited awareness of the performer's role as a soloist/ensemble member, which may be evident through lack of communication and balance in the ensemble or with the accompanist 	5-8
<ul style="list-style-type: none"> ● Demonstrates very limited technical skills ● Demonstrates little evidence of stylistic understanding of the chosen style ● Performs the chosen repertoire with little or no sense of musical expression ● Demonstrates little or no awareness of the performer's role as a soloist/ensemble member 	1-4

Elective Composition Criteria:

20 Marks

Criteria	Marks
<ul style="list-style-type: none">Composes a work that successfully and coherently represents the chosen topic, demonstrating perceptive and accomplished understanding of style, the concepts of music, and the relationships between the conceptsDemonstrates comprehensive knowledge and understanding of score conventions and performance directions appropriate to the chosen topicDemonstrates high level skills in organising ideas into musical structures	17-20
<ul style="list-style-type: none">Composes a work that successfully and coherently represents the chosen topic, demonstrating a thorough understanding of the style, the concepts of music, and the relationships between the conceptsDemonstrates a detailed knowledge and understanding of score conventions and performance directions appropriate to the chosen topicDemonstrates proficient skills in organising ideas into musical structures	13-16
<ul style="list-style-type: none">Composes a work that represents the chosen topic, demonstrating an understanding of the style, the concepts of music, and the relationships between the conceptsDemonstrates knowledge and understanding of score conventions and provides clear performance directions appropriate to the chosen topicDemonstrates skills in organising ideas into musical structures	9-12
<ul style="list-style-type: none">Composes a work that is a basic representation of the chosen topic, demonstrating some understanding of the style, the concepts of music, and the relationships between the conceptsDemonstrates basic knowledge and understanding of score conventions and provides limited performance directions appropriate to the chosen topicDemonstrates basic skills in organising ideas into musical structures	5-8
<ul style="list-style-type: none">Composes a work that is a limited representation of the chosen topic, demonstrating little understanding of the style, the concepts of music, and the relationships between the conceptsDemonstrates limited knowledge and understanding of score conventions and provides few performance directions appropriate to the chosen topicDemonstrates limited skills in organising ideas into coherent musical structures	1-4

Elective Musicology Criteria:

20 Marks

Criteria	Marks
<ul style="list-style-type: none">● Response is clear and consistent and critically addresses the statement provided.● Demonstrates a perceptive understanding of the topic studied● Displays a highly developed understanding of music terminology● Demonstrates a highly developed understanding of at least two instruments in relation to the statement: their development through history; the material they're made of; their sound production; instrumental techniques.● Supports the discussion with relevant examples: at least two key musicians of the instruments AND two key composers for the instruments.	17-20
<ul style="list-style-type: none">● Response is mostly clear and consistent; mostly critically addresses the statement provided.● Demonstrates developed understanding of the topic studied● Displays a developed understanding of music terminology● Demonstrates developed understanding of at least two instruments in relation to the statement: their development through history; the material they're made of; their sound production; instrumental techniques.● Supports the discussion with mostly relevant examples: one or more key musicians of the instruments AND one or more key composers for the instruments.	13-16
<ul style="list-style-type: none">● Response is sound; soundly addressing the statement● Demonstrates adequate understanding of the topic studied● Displays a sound understanding of music terminology● Demonstrates adequate understanding of at least two instruments in relation to the statement: their development through history; and/or the material they're made of; and/or their sound production; and/or instrumental techniques.● Supports the discussion with some relevant examples: one or more key musicians of the instruments AND/OR one or more key composers for the instruments.	9-12
<ul style="list-style-type: none">● Response is basic; displaying basic critical address of the statement● Demonstrates basic understanding of the topic studied● Displays a basic understanding of music terminology● Demonstrates basic understanding of one or more instruments in relation to the statement: their development through history; and/or the material they're made of; and/or their sound production; and/or instrumental techniques.● Few examples are used to support response	5-8
<ul style="list-style-type: none">● Response is limited● Demonstrates limited understanding of the topic studied● Displays a limited understanding of music terminology● Demonstrates limited understanding of one or more instruments● Uses irrelevant or inappropriate musical examples	1-4