

Task 3: Performance 2

Due Date: Jun 4, 2024

Task Distributed: May 21, 2024

Unit: Graphic Notation

Task Type: Performance/Composition

Task Weighting: 20%

Outcomes: 4.2, 4.3, 4.4, 4.5, 4.6, 4.12

Task Description

In this task, you will form groups and write your own song, which must be notated (written down) using graphic notation. The group can use any combination of instruments, such as guitar, keyboard/piano and percussion. Students will then perform this piece for the class in their groups.

You will work collaboratively to create a graphic score, which should showcase an understanding of the musical concepts. This is achieved by utilising all of the following:

- PITCH - high and low sounds
- DURATION - long and short sounds
- DYNAMICS - quiet and loud sounds

Your group will then use this notation to compose a piece of music that allows for creative interpretation and expression in the performance.

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.

- **Construct:** Make; build; put together items or arguments

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

- Each group will perform their pieces in class in Week 6.
- Each group must submit a copy of their graphic notation to Google Classroom by the due date.

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 assess my ability to work collaboratively within an ensemble
- Recognise and apply my knowledge of the concepts of music
- Assesses my ability to create compositions using non-traditional notation
- 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

	3	2	1	0
Accuracy	Plays all pitches and rhythms accurately	Plays most pitches and rhythms accurately	Plays some pitches or rhythms accurately	Does not play pitches and rhythms accurately
Dynamics		Uses dynamics effectively to enhance the performance	Uses some dynamics to enhance the performance	Does not use dynamics
Ensemble Skills	Demonstrates excellent ensemble awareness and communication throughout the entire performance	Demonstrates good ensemble awareness and communication throughout the performance	Demonstrates some ensemble awareness and communication during the performance	Does not demonstrate ensemble awareness and communication
Graphic Notation	Creates a clear and effective graphic score that demonstrates an understanding of musical concepts	Creates a clear and effective graphic score that demonstrates an understanding of musical concepts	Creates a graphic score that demonstrates some understanding of musical concepts	Does not create a clear or effective graphic score
Interpretation			Uses graphic notation to creatively interpret the music	Does not use graphic notation to creatively interpret the music

TOTAL: /12